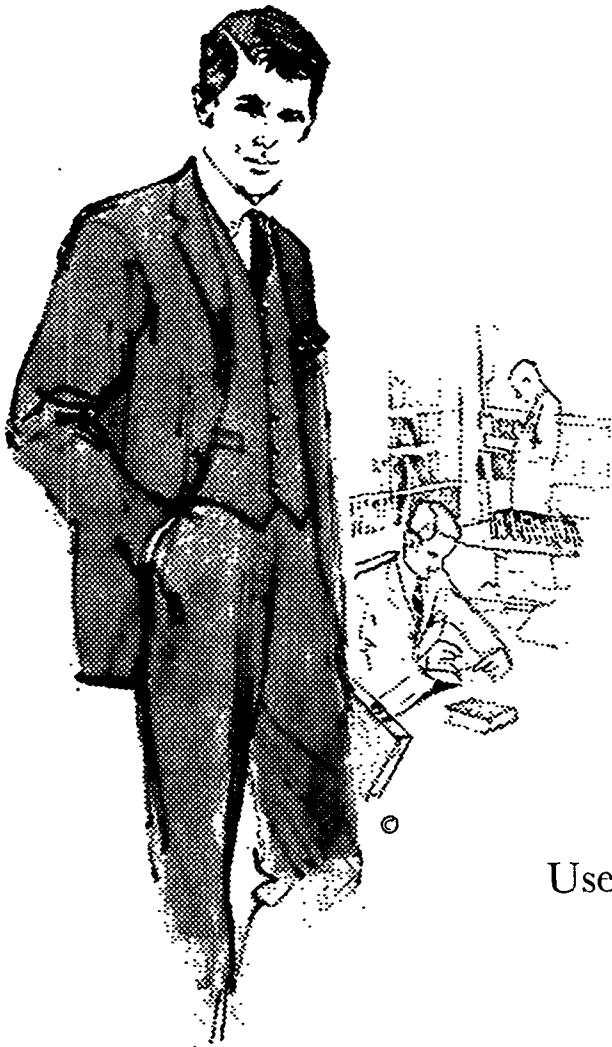


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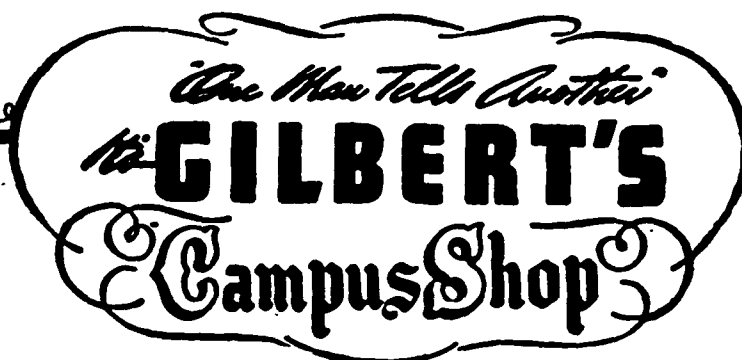
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# SCHOLASTIC

April 30, 1969 / Notre Dame, Indiana / Vol. 110, No. 20

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# Notre Dame-St. Mary's Course Evaluation Booklet

It was not without a little apprehension that the SCHOLASTIC awaited critical reaction to our initial attempt at a Teacher-Course Evaluation last January. But, instead of opprobrium we were pleasantly surprised to be greeted with a reaction more than favorable.

Nonetheless, in planning for this second SCHOLASTIC Teacher-Course Evaluation, certain revisions were in order to improve both the clarity and credibility of our evaluations.

At a meeting held early last month, members of the SCHOLASTIC staff met to select department chairmen to coordinate and edit the review of their academic major curriculum. No student was selected to head a department outside of his major field. Those students selected were superior students known to command respect of students, faculty and administration. These chairmen were then left to select other students in their academic discipline to aid in the evaluation of that department. It was recommended by the SCHOLASTIC that the evaluation staff be comprised of Dean's List students of noteworthy academic achievement.

After extensive debate, it was decided to retain the subjective prose analysis employed in the first Teacher-Course Evaluation. While a statistical method of analysis enjoys that feature of apparent "objectivity" so appealing to our age, such a method presented problems of compilation, transposition into an accurate prose form and especially of meaningful interpretation. It was felt that the method employed in our evaluations could allow for inclusion of pertinent factual information concerning tests, papers, grades, etc., as well as provide for insightful penetration of course material and teacher personality. Although in the final analysis our comments must be labeled as opinion, every effort was made to insure critical remarks expressed represented the consensus opinion of those students taking these courses. Further, many courses to be offered in the fall semester will be taught at the University for the first time. Obviously statistical data would be unavailable in these cases. Instead, these courses were reviewed by students familiar with both the personality and teaching techniques of the professor introducing the course. Some of the courses to be offered for the first time in the fall semester are to be taught by professors new to the Notre Dame community. In as many cases as possible, these professors were contacted by telephone and asked to profile the scope and content of their new course. It should be understood that evaluations of this kind are a projected profile of teacher and course rather than a representative review based on a reliable reading of student opinion.

The SCHOLASTIC wishes to express its thanks to Miss Pam Carey for her diligence in compiling the St. Mary's section which enabled the SCHOLASTIC to provide this service to the entire Notre Dame-St. Mary's community. Our gratitude is extended as well to Father Hesburgh, William Cullen and Thomas Payne whose aid and advice have proved invaluable in the publication of this booklet.

*The following five-part outline was the key used by Notre Dame evaluators in reviewing courses offered in the fall semester.*

## CONTENT

- general description of the course
- major emphasis of the course
- prerequisites for the course, if any
- composition of students in course (*e.g.*, Junior and Senior AL)

## PRESENTATION

- quality and style of lectures
- quality and style of discussion, if there is any
- relation of lectures and discussions to readings and to test material (The purpose of this section is to evaluate 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
- approximate cost of texts

## ORGANIZATION

- assignments: papers, projects, etc.
- examinations: number, degree of difficulty
- basis of final grade
- average final grade

## COMMENTS

- writer's or interviewed students' evaluation of the course, outside of any consideration of grades, papers, and exams. Is this course, as presented by the teacher, a significant educational experience?
- would the writer or the students interviewed take this course again, if they had to do it over? If so, would they recommend the course only for majors, or for non-majors, too?
- included in most cases are some specific suggestions for improvement of the course, if it needs improvement.

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# Art

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## Art 19EX Art Traditions, 8MWF, 1MWF Robert Leader

**CONTENT:** This course, the first semester of a two-semester sequence, studies the trends in the visual arts of the West up to the Gothic period. Leader emphasizes three areas, prehistoric, Egyptian and Greek, while touching more casually on the early Christian and Byzantine periods. Islamic art is lost in the crowd. There are no prerequisites for the course except the ability to take notes in the dark while the Captain Electric light and slide show dazzles the groundlings. Also handy is a degree of insomnia to derail off the 8 a.m. or post-lunch z-train. Many freshmen take the course; many upperclassmen take the tests.

**PRESENTATION:** Leader delivers his lectures with the force of Gene McCarthy, but atones for his sins with maximum voice inflection. There is no discussion except for the occasional blind kid who raises his hand and asks Leader to pass down the braille copy of the Roman Coliseum. Neither the lectures nor the discussions aid much to one's ability to pass the tests (there are no questions in braille).

**READINGS:** Not long ago, Leader announced to the class that he would go with paperbacks next year instead of the twelve-dollar text. Several students, desperate as their mortgage fell through, tried to jump from the windows in the basement of the Law Auditorium.

**ORGANIZATION:** How inscrutable the ways of Robert Leader. He has been known to give weekly quizzes, sometimes quarterly quizzes, always a final. An optional paper may be offered, on some topic like a study of the law case of Whistler's Mother versus Whistler's Father, evidently a paternity suit.

**COMMENTS:** Mr. Leader has been known to ramble. In fact, Mr. Leader has not been known not to ramble. Leader is also prone to double negatives; and although it may have something of a Baroque appeal, "irregardless" is not a word. The rigorous student will find the course a trip to the candy store or a talk with Art Pears. But a student who just wishes to celebrate art and who has the guts to cut the lectures on Egyptian art can find in Robert Leader a bubbling compassion — and, perhaps, a new perspective on art.

## Art 21EX Elementary Painting, 1MWF3 Stanley Sessler

Mr. Sessler requires much outside work. It is consequently not recommended for nonmajors unless they are very interested.

Mr. Sessler is an expert colorist and fine teacher. It profits the student to listen to his ideas which after many years of experience he easily conveys to the student.

The choice of subjects is left not to Mr. Sessler but is up to the student.

## Art 23EX Figure Drawing, 8TTS10 James Flanigan, C.S.C.

This course is designed to loosen up the beginning artist to figure drawing. Action is the main quality this course is trying to bring out in the beginning artist when drawing the figure.

Father uses many varied techniques in the class which are usually very interesting and very functional. He makes the process of learning the basics, when drawing the figure, very unique and enjoyable. Attendance is very necessary but not required.

The course is not structured to achieve accurate renderings of the figure rather loose impressions of the feeling, action and mood of the figure and its environment. One must take advantage of what is being offered, not try to rearrange the course to suit his personal desire in order to gain from this course.

## Art 25EX Sculpture 3D Design, 1TT4 James Flanigan, C.S.C.

In this course Father tries to keep what is being done deal with the times. Pretty little pieces are not done. Father likes the students to work on a very large scale, that is, feet not inches.

The choice of subject is up to the student, only very loose boundaries are set up by Father. It's a good course for the student interested in environmental endeavors.

Attendance is not required but necessary.

Father is very open to all ideas, the more exotic the better. If an individual wishes he will teach him individually the technique of clay molding, casting and wood carving. Father doesn't recommend these sorts of activities though; he prefers large pieces relevant to the times.

This course would be good for the nonart major interested in three-dimensional modern expression.

# Communication Arts

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## Communication Arts 56EX Visual Communications, 10MWF; 11MWF Edward Fischer

**CONTENT:** Visual Communications is an elementary course in design theory and practice. It is required of CA majors. Most of those who take it have not had any background in design or aesthetics and there are no prerequisites, so the content never strays far from the basics.

**PRESENTATION:** Mr. Fischer apparently reconciled himself long ago to the fact that most of the students in the course will come in knowing nothing about design and he accordingly became a man of vast, unflappable patience. He spends the first few weeks lecturing on the simpler elements of design theory and the rest of the semester looking over the shoulders of people who are trying to translate the opening lectures into physical (e.g., construction paper) terms. There is very little discussion because nobody in the class knows enough about the subject to argue and Mr. Fischer's premise that harmony is preferable to disharmony is not really arguable anyway.

**READINGS:** No texts. No readings.

**ORGANIZATION:** After the opening series of lectures the students arm themselves with Magic Markers, gum erasers, construction paper and rubber cement and begin working their way through 14 projects they will be assigned during the semester. The distribution of the work is even and outlined well in advance, but as the projects get more complex they take more time and the result is often a Sunday afternoon spent cutting lettering out of old *Time* magazines. Late projects are, along with cuts, Mr. Fischer's personal noncharitable areas. Grades are based on the projects and two tests of the Famous-Artists-School genre. An unnamed outside panel of artists supposedly grades the projects and it is a fairly lenient group — B is the typical final grade.

**COMMENTS:** Visual Communications under the auspices of Mr. Fischer is actually sensitivity training combined with a chance to find out how creative the human can be when faced with nothing but white and gray construction paper. The principles taught in the course are supposed to be the basis of advertising, film, television, magazines and photography. They are, but only to the degree that spelling is the basis for being a foreign correspondent with the *New York Times*. Nevertheless, if you can grope your way through the hyperbole of which Mr. Fischer in fond, Visual Communications amounts to one of the few required courses on either campus that can be taken with good grace.

## Communications Arts 61EX Department Seminar, 2TT4 Donald Connors

**CONTENT:** Connors' filmmaking class, in one form or another, will be taught both semesters next year. Most of this semester's budget was spent on the equipment students will need to keep pace with his class in the future. The student can do work in both super-8 and 16 mm. Next year's budget will be divided into grants, probably according to best scenarios submitted in competition, e.g., \$400 first prize, \$200 second prize, \$100 third prize, and the remaining \$300 distributed among the rest of the class.

**PRESENTATION:** Connors lectures on film history and technique, but depends mostly on informal criticism and discussion.

**READINGS:** Texts include *The Five C's of Cinematography*, *Film: An Anthology*, *The Liveliest Art*.

**ORGANIZATION:** There may be one or two tests. Grading is based mostly on a short initial exercise and a longer film that comprises a semester project.

**COMMENTS:** The class is small, and Connors is almost always available for advice and technical assistance. An individual's rushes will normally be critiqued at the class meeting, prior to any editing, so that both filmmaker and class can learn from experience.

## Communication Arts 61EX Department Seminar, 1MF3 Samuel McClelland

**CONTENT:** This "special studies" TV course has a minimum of classwork. Emphasis is on work at the WNDU studio, where the student learns the mechanics and procedures of TV color-casting. The course culminates with each individual writing and directing two commercials on his own.

**COMMENTS:** This course had previously been scheduled to have been taught by Prof. McClelland. But since he received his government grant, it is probable that someone else will have to be found to teach this class.

## Communication Arts 61EX Department Seminar, 1TT3 John Twohey

**CONTENT:** The course is designed to develop journalistic skills to a professional level. Students with some writing experience will benefit most, but there are no strict prerequisites. It should be a good course for those in student publications, or anyone who has had an introductory course (such as Mr. Twohey's newswriting course). The important thing is a real interest in developing possible talent in writing. The course will concern itself with writing for the mass media.

**PRESENTATION:** Mr. Twohey, who has not taught this class before, plans the course as a workshop. He feels that the students can develop writing talent only by writing. The class will discuss and evaluate one another's work. This way they can learn from one another's mistakes as well as receive a variety of opinions and suggestions for their own improvement.

**READINGS:** There will be no textbook. The class will read recent magazine articles or other writings of the type with which they are concerned.

**ORGANIZATION:** The semester's work will consist in writing done by the students. There will be no exams. The papers will span a variety of types of writing. They will include magazine articles, writing for television, and other types of journalism. The grade will be determined by the amount of improvement shown as the course progresses. Each student will be judged on his own talents and what Mr. Twohey feels he should be able to do. He realizes each student has certain abilities and background. A person who takes this course will not be competing with anyone else for grades.

**COMMENTS:** Mr. Twohey's newswriting classes have not gotten back any of their work as of Easter. There is no way for them to know how well they are doing. With the workshop and in-class critique, though, this problem should not present itself.

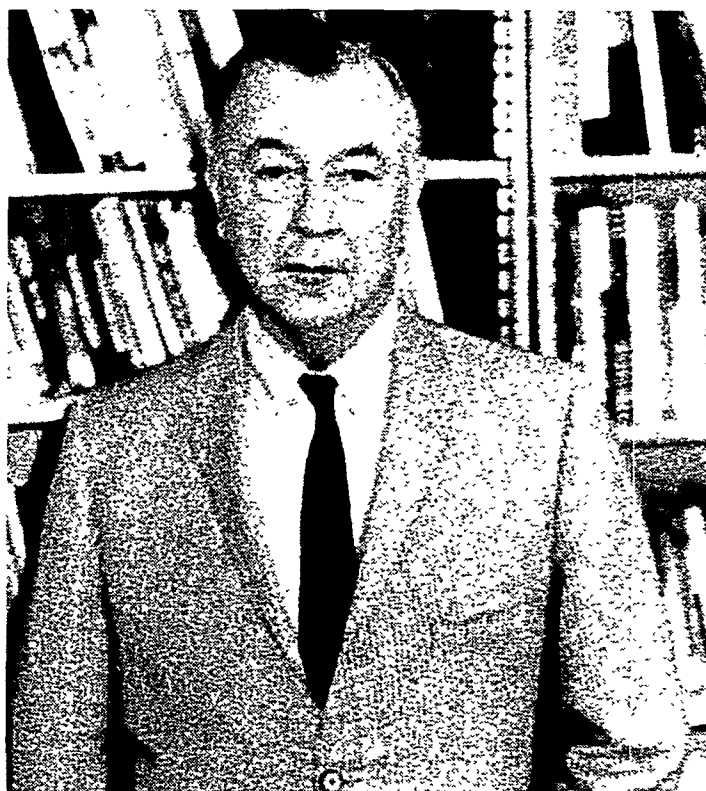
Mr. Twohey is certainly well-qualified to teach this course, and he and his classes have been able to communicate very well. He seems determined to get some quality work from this new course, work which will be good enough to be published. It is a very small class, limited to about twenty, so there will certainly be adequate attention given to personal improvement. Anyone who is seriously interested in development of his journalistic talent should find this a satisfying experience.

**Communication Arts 67EX**  
**American Studies, 1MWF**  
**Thomas Stritch**

**CONTENT:** This course is taught over two semesters and is

required for CA juniors. Basically the course, which is meant as a background for anyone with an eye to working in American communications, examines contemporary trends in American society. Subjects touched upon include art, politics, and education, but the main emphasis is on the American mass media, and especially McLuhan.

**PRESENTATION:** Professor Stritch is not one to give an organized lecture which comes out looking symmetrical in your notebook. Taking a lot of notes, however, usually proves superfluous. Stritch is well-versed on the material being taken and he is not afraid to pursue a tangential subject. His love of oration is such, though, that you might suspect that he pursues some topics of limited interest just for the hell of pursuit. Nevertheless, his method of attacking a problem frequently leads to a stimulation of thought.



## THOMAS STRITCH

"A gregarious teacher is usually a lousy one—a person of that temperament should probably be a bartender," asserts Professor Tom Stritch. It does not follow, though, that Stritch himself remains aloof from Communication Arts students. Although the Faculty Manual suggests that department heads refrain from teaching, Stritch finds in dealing with students a vitality that the administration of bureaucratic details lacks. He teaches his two-semester course in modern culture for the avowed reason of getting to know all the department's juniors. He would hate his position as department head except that he loves the personal contact with students that the small size of the department allows him. "A teacher," says Stritch, "is essentially a scholarly person. His class is his contact with the world, and it is an exhilarating experience, at bottom perhaps even mysterious."

A graduate of Notre Dame, Professor Stritch taught in the English department here from 1936 until World War II. After the war, he spent a year in Chicago with a public relations firm until 1947 when he accepted Notre Dame's offer to head up the journalism department. In 1956 the department renamed itself and added the studies of film and broadcasting.

Stritch has flirted with journalism and has rejected it; but he retains a journalist's typical broad range of interests. Although you may be able to find people at Notre Dame more versed in any

specific art, few if any can shift disciplines so comfortably and competently. He can talk just as readily about Renaissance painting as about McLuhan. In class he will integrate the playing of a Beethoven symphony with the showing of slides of Frank Lloyd Wright's architecture.

Professor Stritch may have well-formed opinions on what he considers aesthetically tasteful, but he is usually more than tolerant of someone else's tastes. In addition, most students find him remarkably disarming in their personal contacts with him. Stritch can, and will, tell you that you are an outright bum without giving any real offense.

Today's students, Stritch feels, are part of a film generation that is less rational but more intuitive. "The same kind of students who wrote poetry when I was a kid are making films today. The young faculty and the avant-garde students care more for freedom, breadth, and personal contacts than for the traditional disciplines," he says, pointing to these qualities as advantages in the C.A. department.

Although some of the other departments look down their disciplined noses at C.A., Stritch is happy where he is. "Someone with a knack for teaching is in a very happy position," he says. "If he is sensitive in the classroom, he doesn't have to care what others say." Then he adds, "God help you if you've deluded yourself."

**READINGS:** Last fall the most important book used was McLuhan's *Understanding Media*, and discussion of McLuhan formed the largest and probably most interesting part of the semester. Other books included John Kouwenhoven's *The Arts in American Civilization*, Nathanael West's *Miss Lonelyhearts*, and Alan Casty's anthology, *Mass Media and Mass Man*. All of these are paperbacks. Stritch also had each student select and read a non-fiction book on some aspect of American society.

**ORGANIZATION:** Stritch assigns several papers evenly spaced through the semester, most of them short. Most of the papers are more or less integrated with the class work, but because of the wide range covered by the course the topics for the papers are usually broad. One test and a final were given, both of which were fairly general. Stritch is not a very hard grader, and he gives a lot of B's.

**COMMENTS:** On every subject, Stritch has opinions which he doesn't hesitate to offer. The student may be offended at first until he realizes that Stritch isn't really being condescending. He is basically informal, incorrigibly independent, and concerned with every one of his students. The course itself is a good background for the CA major. As to whether it is a "significant educational experience"—Stritch himself is unquestionably an experience which is undoubtedly educational.

## Communication Arts 85EX

### Advertising, 10TT12

#### Sam Joseph

**CONTENT:** Professor Joseph's Advertising course is a general background course in procedures of advertising. It deals in history of the field, mechanical procedures (color, layout, etc.), campaign strategy and use of media. Emphasis is on overall coordination of research and media. Generally the course is made up of juniors and seniors in the Communication Arts Dept. However, business majors may find it helpful. It is a good backup course for Mr. Beckman's Advertising Layout and Design course from the Art Dept. Artistic talent is helpful, though not necessary. Mr. Joseph took attendance faithfully in Fall '68.

**PRESENTATION:** Some students found Mr. Joseph's presentation rather drab. Most lecture material comes verbatim from the text. Occasionally Mr. Joseph will bring examples to illustrate certain points. There is little, if any, class discussion. Sit at the front if you want to hear him.

**READINGS:** The only text, Kleppner's *Advertising Procedures*, is an excellent and all-inclusive handbook for advertising, and well worth the \$8 or so.

**ORGANIZATION:** Course work consists of reading assignments from the text and an occasional small advertising problem (often from text exercises). In addition to the midterm and final (both fairly difficult and "picky") there is the major term project. This project makes up one-third of the final grade. It consists of drawing up an entire campaign for an imaginary product. Grades seemed heavy B's, a few C's and A's. Grading on the term project wasn't too tough (originality is important).

**COMMENTS:** One student said that rather than take the course again if he had the chance, would buy the text and forget the course. Mr. Joseph does draw well on his advertising experience and his visual aids are helpful, but too much of his lecture is straight from the text.

## Communication Arts 153EX

### Contemporary Writing, 10MWF

#### Ronald Weber

**CONTENT:** Professor Weber has spent the year in Portugal, but he has taught here before. This, then, is a projection of his course next fall based on his past classes. The course itself will be a critical examination of contemporary literature, mostly

fiction. The course is geared to reading, and the frequent short writing assignments stress meanings of the readings. The course is open to CA seniors and electors by permission of the department chairman.

**PRESENTATION:** Professor Weber's lectures are exceptionally interesting due to their informality. The professor welcomes questions and comments at any time, and works them into the lecture well. He encourages discussion among students, and often gives such discussions direction while still allowing for deviation. Professor Weber knows his material well, and is able to communicate main points while maintaining a relaxed atmosphere.

**READINGS:** The readings will probably consist of about ten paperbacks, mostly fiction, costing about a dollar each.

**ORGANIZATION:** There are short papers due weekly, each about two pages dealing with the readings and lectures. A midterm and a final are also included, which draw not only on lectures, but also on the student's reaction to the readings. The average final grade is in the B range.

**COMMENTS:** The course is definitely worth taking by any student, CA major or not. The subject matter is interesting enough, and Professor Weber's handling is uncommonly good. He has a unique ability to draw major points from the readings and get them across to the students without causing writer's cramp. His "sitting-on-the-desk" type of informality and his appealing personality as a teacher draw the student into the material, and make the course an excellent learning experience.

## Communication Arts 130EX

### Screen Arts, 2Th4

#### Samuel McClelland

**CONTENT:** Mr. McClelland has just received a federal grant which may limit his teaching to one course next fall. At this time, however, the department is optimistic that he will be able to continue this class.

**PRESENTATION:** McClelland's screen arts class this past semester was, necessarily, mass-oriented—enrollment was close to 200. A wide selection of films was shown, supplemented by the teacher's own short analytical lectures.

**READINGS:** Texts included *The Cinema as Art*, scripts for *Hiroshima*, *Mon Amour* and *Juliet of the Spirits*, and the book *Buñuel*. All are paperbacks. McClelland also passes out reprinted notes on individual films and techniques.

**ORGANIZATION:** Several tests and one short paper are assigned. Attendance is counted into the grading.

**COMMENTS:** McClelland has worked against a number of problems—his own efficiency is cut by the sprawling size of the class; the location (the Engineering Auditorium) is anything but ideal; money is short; finally, he seems, at times, out of place behind a podium. His strength is in doing, in personal supervision. His film analyses, under the added pressures of time and place, sometimes miss their mark. Still, he presents a fairly broad exposure to different film themes and techniques, to the cinema as an interesting, artistic experience.

## Communication Arts 155EX

### Literary Journalism, 2MWF

#### Ronald Weber

**CONTENT:** Like the evaluation done for CA 153, this is a projection of the course based on Professor Weber's classes before his present leave of absence. The course will consist of readings in contemporary journalism (Capote, Plimpton, Mailer, etc.) which serve as a background for the student's own attempts at literary journalism. The main emphasis of the course is on the student writing.

**PRESENTATION:** As in all Professor Weber's courses, the lectures

are well organized and interesting. Professor Weber prefers that the students comprehend the major points rather than take volumes of notes. He encourages discussion and questions, and due to his direction, the discussions are usually absorbing.

**READINGS:** The readings for the course are modern and relevant. The names mentioned above are the foremost literary journalists of our times. There are approximately five paperbacks required at about a dollar each, with well enough time to read each.

**ORGANIZATION:** There are short and long papers due, several of

each. There are frequent conferences between the teacher and student to discuss the particular student's writing. The only examination is a final, which is a take-home exam, not exceptionally difficult. The final grade is based 80% on the student's writings, 20% on the final. Average final grades are in the B range.

**COMMENTS:** The course, modern and practical, is worthwhile for anyone interested in writing. Professor Weber's qualifications are exceptional, and anyone, particularly CA majors, would find the course valuable.

# Economics

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## Economics 101 Intermediate Micro Economics, 9TTS Stephen Worland

**CONTENT:** The course deals solely with a detailed description of micro-economic topics. As a required course for economic majors, it is assumed that everyone (Jr. and Sr.) has had an introductory course in economics.

**PRESENTATION:** Worland has a very lively delivery of the subject matter. His enthusiasm tends to aid the student in areas which could otherwise tend to be boring. Questions are welcomed during his consistently well-prepared lectures. His tests are 95% based on his lectures alone, but the lectures are simply a development of the book.

**READINGS:** The text, *Price Theory And Its Uses*, can express itself well in some areas but is weak in a few. At \$7.50 it is a worthwhile investment.

**ORGANIZATION:** There are approximately 2 or 3 hour exams before the final. The tests are very comprehensive and require that the student has a fairly good working knowledge of the material. If the 2 or 3 work problems (optional) are completed, and if the student attends class regularly, he should be able to get a B. A student has to work, even to get an F.

**COMMENTS:** Worland makes this course interesting and profitable to an economics major. It would have a limited use to those not truly interested in micro-economic areas.

The hour exams tend to be too long although this is taken into consideration by Worland in his grading system. This required course for economic majors is made more profitable by the teaching methods of Worland.

## Economics 115EX History of Economic Thought II, 11TTS Stephen Worland

**CONTENT:** The course is a description or study of the progression of different economic theories proposed by men, starting with Karl Marx and continuing up to the present neo-classical economists. The major emphasis of the course centers on a comparison of these theories. It is helpful to have a very basic understanding of economic terminology in taking this course. The class is composed mostly of upperclassmen and graduate students.

**PRESENTATION:** The lectures given by Dr. Worland are not only a helpful supplement to the assigned reading material, (which usually consists of selections on reserve in the library) but they also transform what could be a very dry and uninteresting course into a meaningful experience. Only one text is suggested by the professor to be purchased, the approximate cost being \$8. It is not necessary that this be bought, however, since copies are available in the library.

**ORGANIZATION:** There are three exams of essay type and a final. These exams usually call not only for the student to understand the theory of the man under consideration, but also to make him relate each theory to those already studied and to what is happening in today's world. Average grade is C.

**COMMENT:** This is without question one of the most rewarding courses I have taken. Dr. Worland's obvious enthusiasm for the subject matter makes it virtually impossible not to take an interest in what goes on in class. The course is especially good for economics majors, since it helps to coordinate all the theories learned in other economic courses and relate them to historical events. I would recommend the course for any student.

## Economics 129EX Mathematics for Economists, 9TT11 Kwan S. Kim

**CONTENT:** Two-semester course designed to give the student some basic mathematical tools and introduce him to mathematical economics. The first semester deals with matrix theory and differential calculus applied to static and comparative static analysis. There is no prerequisite for this first part of the course. The second semester, for which elementary calculus is needed, deals with integral calculus, differential and difference equations applied to dynamic analysis plus linear programming and game theory. Students in the class are mostly juniors, seniors and graduates.

**PRESENTATION:** The lectures follow the textbook very closely. The teacher often goes quite fast but his explanations are easy to understand for those who have read the material in advance.

**ORGANIZATION:** The total work for the course is constituted by a weekly assignment that takes over two hours to do. The final grade is based on the assignments. There are no tests and no final. One text, costing \$11, is used both semesters.

**COMMENTS:** The course is fundamental for anyone interested in quantitative economics. The student is exposed to the forcefulness of mathematical analysis applied to economic problems, and is given tools that go beyond the freshman year A&L Calculus. The class is small, around ten students, it is easy to ask questions and the teacher is a true expert.

## Economics 135EX European Economic History, 1MWF William David Davisson

**CONTENT:** European Economic History is a two semester course which attempts to find out how and why various forms of economic organization developed in Europe. The approach is chronological, nondogmatic, and more historical than economic. While Principles of Economics might be helpful it is not really necessary. The class is made up of both undergraduate and graduate Economics students; this is one course which would be

of genuine interest to almost anyone who is puzzled and intrigued by the movement of history.

**PRESENTATION:** Mr. Davison's lectures are no more than explanations and interpretations of the reading assignments but his style is casual, relaxed and enjoyable. He encourages discussion and most of it is worthwhile. In the end the style and tone of the lectures is better than their content, but that is not to say that the content is necessarily bad.

**READINGS:** The strength of the course is the readings which are interesting, provocative and substantial. All are paperback, about five of them in the first semester. The reading assignments are fairly heavy but they are mostly enjoyable.

**ORGANIZATION:** Mr. Davison gives no tests or if he does they will not constitute the body of your grade. Grades are based of the five book-reviews one does on the assigned paperbacks. These reviews run in length from 5 to 8 pages and they follow a strict format (what is the author's method, his theory of history etc.). He will not give you less than a C so long as you hand them in on time. If they do not merit a C then you have to do them over again until they do. The papers are not hard especially if you go to class because he always gives away the author's theory of history before your paper is due. If you do not get a B from him, shoot yourself; it not his fault.

**COMMENTS:** A good course; take it if you are at all interested in the subject matter.

## Economics 141 Money, Credit and Banking, 9MWF John Croteau

**CONTENT:** This course studies the financial structure of the American economy. Emphasis is placed on the function of money and credit in the commercial banking and Federal Reserve systems.

**COMMENTS:** This course is definitely *not* for anyone with an elective. The course, which used to be considered an "easy B," is no longer so, ever since the professor read the Teacher Course Evaluation of him last semester. For those seeking a "jock course" there are many easier courses around. Likewise, for those seeking an interesting, stimulating course, they should search elsewhere. Any pleasure or interest you derive in this course will be due almost entirely to you.

## Economics 149EX Economic Regulation of Private Enterprise 9MWF Mark Fitzgerald, C.S.C.

**CONTENT:** This is a one semester course which reviews the history of our government's relationship with the free enterprise system. It examines the nature, extent and structure of the control government has over the operation of American Capitalism. While the course demands a rather large degree of memory work nevertheless its emphasis is on a critical evaluation of the government's role in American Capitalism. The class is composed mostly of seniors and graduate students in Economics yet almost anyone who has taken Principles of Economics will have no trouble understanding the subject matter.

**PRESENTATION:** Fr. Fitzgerald is a dry uninteresting lecturer who can be difficult to follow. There is little class discussion, none of it worth the time it consumes. On the bright side, if one does manage to take a complete set of notes, the readings will only be redundant and as such not absolutely necessary. If one reads the text and takes no notes he is at no loss. In short, one can choose either the text or the lectures as the basis for the course and still do well.

**READINGS:** If you really want to learn something, read the book. (*Public Policy toward Private Enterprise*—it's expensive but there are many used copies available). The text is also dry,

uninteresting and hard to follow but valuable if mastered. The reading load is moderate; in other words you can cram successfully.

**ORGANIZATION:** There are 3 tests and a final or 2 tests two quizzes and a final. The tests are essay in nature with a choice, ex. eight out of ten. If you have taken great notes or better yet studied the book carefully you should come out smelling like a rose. There is a paper of about 15 pages on air or water pollution. Its worthless and an easy A or B. Its an ABC course with a fair shot at an A if you do the work and the average grade is a B.

**COMMENT:** Neither Fr. Fitzgerald nor the course are going to set the world on fire but there a lot worse ways of spending a winter's afternoon. If you are interested in the subject matter by all means take the course. In the end Fr. Fitzgerald knows the material and there is always the book to fall back on.

## Economics 151EX Labor Economics, 11 MWF Mark Fitzgerald, C.S.C.

**CONTENT:** This course offers an overview of labor economics, but this area is so broad that any intense examination is beyond the scope of the class. The primary areas studied include the basic theories of labor economics, the history of labor unions in the United States, basic problems in labor negotiations, unemployment, the poverty problem, the attitude of labor vis-à-vis industry and vice versa, strikes, and basic legislation in this field. The class is comprised mainly of junior and senior economics majors and it is recommended that a student have taken at least the Principles of Economics course in preparation.

**PRESENTATION:** The lectures, while informative, seem to be taken directly from the readings and points are rattled off so rapidly that the biggest challenge presented is in taking notes. There is little class discussion and that which does occur arises when Father asks a question and then answers it himself by picking the words out of the mouths of the students.

**READINGS:** The main textbook, entitled *Economics of Labor Relations*, is another in the stimulating Irwin series and is so blah that some have recommended that it be placed in competition with Sominex. Other required readings include *Industrialism and Industrial Man*, a fairly interesting work, and two books written by Father Fitzgerald, both of which are in overly abundant supply in our library. The total cost of the texts is approximately \$10.00.

**ORGANIZATION:** No papers are required, but four tests are given, including a comprehensive final. These tests form the only basis for the grade, which is usually no lower than B. The tests are of the nature which requires memorization of specific points (e.g., the four pillars of the A. F. of L., etc.) and are the fill-in-the-blank type.

**COMMENTS:** Although few students agreed on a definition of "a significant educational experience," most did agree that this course is not one. However, the course does offer valuable exposure to an increasingly important field and most said they would probably take it again. This course could definitely be improved if the lectures covered different and more contemporary issues than the readings and if there was more class discussion. It should be noted, however, that Father Fitzgerald is competent in his field and he does care. As such, he is respected by his students.

## Economics 170EX International Economics, 1 TT 3 James Rakowski

**CONTENT:** The fall semester Econ. 170 deals with international trade and its different aspects such as: comparative advantage, terms of trade, tariffs, quotas, price discrimination, costume unions, etc. . . . The spring semester involves capital

## FRANK JONES

"Inter Macro Theory/102EX/03/211801/09TTS/-40/207/Jones/UN 02" read last fall's schedule of classes, marking the entrance of Prof. Frank J. Jones into the Economics Department at Notre Dame. Both Prof. Jones' Monetary Policy and Macro courses reflect his deep grasp of this dynamic behavioral science. "Economics, especially macro-economics, is exciting. Everything we're doing is new; 1961 (the year of President Kennedy's tax credit) marked the first positive step in this Economics Advisory Council sponsored investment direction. Judging from the overflowing bookshelves in his office and the many references to current economic policy, there seems little chance that he will let his field get ahead of him.

Prof. Jones' broad association with leading institutions of higher education enhances his value as both an instructor and a student counselor. A graduate of Notre Dame in the five-year combination program, he earned an A.B. and then received a B.S. in engineering science. At Cornell, he earned an M.S. in nuclear engineering. While in the process of acquiring his Master's in business administration, Prof. Jones developed an interest in Economics. This summer he will finish his doctoral dissertation, *Disposition of Financial Assets by the Household Sector*, and receive his Ph.D. from Stanford.

Prof. Jones is both a ski and surf enthusiast.



Having skied in the Northeast, he prefers the light powder of Colorado, and finds Midwest-Michigan skiing something less than exciting. On occasion Prof. Jones has been known to brave the wilds on a canoe trip and Easter vacation found him gliding down some river in the Ozarks.

Macroeconomics in general and monetary theory and policy in particular are Prof. Jones' speciality. His earlier technical background gives him facility with the ever-increasing application of mathematical methods, models and analysis in this area. Some basic mathematical analysis finds its way into his intermediate macro course, and he is more than willing to give assistance to those students interested in a more rigorous treatment of the subject. Prof. Jones finds the present texts for intermediate macroeconomics less than comprehensive, so he bases the course material on his rather extensive set of notes, which he says hopefully "might evolve into a textbook." Another tactic used in surmounting the textbook problem is his generous flow of "blurbs"—dittoed hand-outs. The ultimate "blurb" was a 26 "pager" handed out in his graduate monetary course. Prof. Jones will teach graduate macro and an introductory principles course next semester; he will be back in the undergrad upper division course level the spring semester of next year.

movement between countries, its functions plus the different means of arriving at monetary exchange. This course is geared toward juniors, seniors, and graduate students with a good background in economics. There are no prerequisites.

**PRESENTATION:** The classes consist of lectures, but questions and discussion are encouraged. The lectures deal with the reading material and focus upon explaining the difficult areas. At times the lectures are vague and hard to follow but rereading the material usually brings understanding.

**READINGS:** There is one basic text, by Charles Kendelberger

(\$9), the other required readings may be found at the library. The readings are essential for tests and full comprehension of the course.

**ORGANIZATION:** The final grade is based on two tests, the final and a few problems taken from the readings and lectures. Mr. Rakowski's tests are very thorough and demand a fundamental knowledge of all material covered. Average grade B—.

**COMMENTS:** For any student considering a job with the foreign service the course provides an excellent background in the problems facing foreign trade and international monetary policies.

The course is also a stepping stone for further education in this field. Since there are no prerequisites, the course would benefit anyone interested in the workings of international economic policy.

## Economics, 173EX Comparative Economic Systems, 1TT3 Roger Skurski

**CONTENT:** This course is directed at studying the many diverse economies in operation today. The method used is studying, comparing and contrasting. The major emphasis is on the Russian, Eastern and Western European economies. Often these are compared and contrasted to the U.S. economy. There are no prerequisites for this course, although a basic economics background would be helpful, but by no means absolutely necessary. Most of the students who take this course are junior or senior Economics majors. The course is offered both fall and spring semesters.

**PRESENTATION:** The lectures are aimed at presenting the main points of the reading assigned. They are concise and to the point, and quite well presented. Mr. Skurski is always well prepared for his lecture. Class participation helps to better understand the material, and offer personal opinions. Good notes taken from the lectures serve as a solid foundation, and Mr. Skurski makes it easy for good notes to be taken. The lectures and presentation are good, always prepared, and serve to stimulate discussion.

**READINGS:** On the whole, the readings are quite interesting and enlightening. The amount of reading is well above average, but easy to read. There are three required texts plus reserve reading in the library. The student is usually given about two classes per reading. The cost of the books is about \$12.

**ORGANIZATION:** There are no papers, with two tests and a final. The tests are challenging, yet fair. Each is one-third of the final grade. Grades in the course average between B and C. A good grade is easily attainable with diligent study. The course could not be termed an easy one, but it is fair and one which will test the student's ability.

**COMMENTS:** This course is well worth taking, especially if the student has any interest in learning about other economies and how they function. Mr. Skurski is extremely interested in the student and in presenting an interesting course. He is always well informed on this subject, especially in relation to the Russian and other Communist economies. The course is worthwhile to both majors and non-majors because of the relevant nature of the material. Understanding the workings of an economy helps to better understand the policies and people of that specific country. Mr. Skurski presented a good course in his first year of teaching, which means that they should be even better in the future.

## Economics 183 Economics of Developing Areas, 10TT12 Ernest Bartell, C.S.C.

**CONTENT:** This course, a survey of various barriers to economic development and the solutions which have been proposed to remedy them, is offered regularly in the fall semester only. After a brief discussion of the developmental aspects of important comprehensive economic models (i.e. Marxian, Richardian, Harrod-Domar) and a glance at the historical theories, both the theories studied and the course itself become more problematical, dealing with such hypothesized "bottlenecks" as population, education, industrialization, agrarian reform, balance-of-trade, etc. Although the emphasis is on underdeveloped countries, and particularly on Latin America, much of the theory is applicable to the problems of the depressed areas of the U.S. as well. At least one semester of principles is a prerequisite.

**PRESENTATION:** Fr. Bartell, qualified by both teaching and field

experience, is able to impart both the theoretical and practical aspects of his subject. He is not completely satisfied with any of the current texts, and a good many of his lectures are syntheses of material from widely divergent sources. Thus it is unlikely that the student will find the lectures repetitive of his readings. Due to the mass of material to be covered in only two classes per week, in-class discussion is at a premium, although not explicitly frowned upon.

**READINGS:** There will probably be one text (Higgins, \$8.95) supplemented by an extensive list of source materials for each topic, on reserve at the Library. Only the most dedicated student will have time and motivation to read all of them. None is essential to success on tests and exams, but they provide a good supplement to the lectures.

**ORGANIZATION:** Assignments will most likely consist of a single term paper (15-20 pages) on a topic of the student's choice. There is a midterm and a comprehensive, essay-type final. Both tests are designed to measure the student's grasp of the basic problems, the proposed remedies, and their shortcomings. Some familiarity with the tools of economic analysis (i.e. models) is expected, but the tests require neither memorization of trivia nor excessive originality.

**COMMENTS:** Students agree that this course is a satisfying and significant academic experience. It is recommended without qualification for economics majors who wonder about the interaction of their antiseptic theories with the frustrating realities of poverty and stagnation, and even for those in other social sciences whose curiosity about economics outstrips their sophistication.

## Economics 193QX 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.



## Economics 247 Public Finance: Federal, 8TT9 Thomas Swartz

**CONTENT:** The course is designed to give the student an understanding of the taxation and expenditure policies of the federal government. Dr. Swartz's permission is required to enter the course. Economics 101 and 102 are prerequisites. The course is a seminar limited to ten to fifteen students, at least half of whom are graduate students.

**PRESENTATION:** Dr. Swartz's lectures provide an introduction to various aspects and problems of public finance. These areas are then explored through selected readings and discussed in class. Dr. Swartz's lectures are interesting and he guides the discussion toward summarizing, criticizing, and evaluating the authors' ideas. A thorough knowledge of the readings is required for both class discussion and tests. Some students criticized the emphasis on associating the ideas with the specific authors. They thought this unnecessary and felt the emphasis should be placed only upon the ideas.

**READINGS:** The reading list for the course is demanding. It is

necessary that the student keep up with the readings and consequently he will find himself visiting the reserve book room several times a week. The main text is Richard Musgrave's *Theory of Public Finance*. Dr. Swartz terms it a "classic in public finance" and the students agree that it is very good. It cannot be read lightly, but studying it is rewarding. Some of the reserve book room readings can only be described as dry, but in general they are quite good.

**ORGANIZATION:** The course is a seminar and 25% of the grade is based upon class participation. The mid-term and the final each count 25% and the remaining 25% is based on a 13-page paper. Dr. Swartz admits to being a "hard-nosed grader." This is true, but he is also very fair.

**COMMENTS:** The course requires a lot of reading and work, but student reaction to it is generally quite favorable. Several students rate it as one of the best courses they have taken at the University. Dr. Swartz himself is undoubtedly one of the best teachers in the Economics department and he is extremely interested in and willing to help his students. The course is definitely worthwhile. It can also serve as a taste of graduate school for the undergraduate student. The course is highly recommended for any serious student of economics.

# English

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## English 21 Survey of English Literature

**CONTENT:** English 21 is the basic course required of all Arts and Letters students in their sophomore year. It is a general survey of English literature from Chaucer to Milton, generally including one of Shakespeare's plays and a brief exposure to authors such as Swift, Donne, Defoe, and a number of minor poets.

**READINGS:** The basic text for English 21 is *The Norton Anthology of English Literature*, volume one, revised, which was being sold in September, 1968 for \$7.65. In view of the present trend towards inflation and the ever-present trend towards unscrupulousness in a bookstore that will go unnamed, students of English for the coming semester should be able to pick it up for somewhere under \$20. A novel or play from the period is usually added to the syllabus, at the discretion of the individual teachers. Because the course attempts to survey three hundred years of literature in one semester, treatment of the readings is unfortunately but necessarily superficial.

## Patrick Callahan

**PRESENTATION:** There are no formal lectures given as such, rather there is an informal atmosphere in which questions and discussion are encouraged. Mr. Callahan's discussions are directly related to the readings. His comments are directed at providing background material on the author and the work under discussion and in assisting the student in understanding the author's purpose and the themes that run through his writing. He periodically addresses himself to discussion of larger themes running through whole literary periods in order to give the student a view of the overall progression of English Literature. Mr. Callahan's comments are interesting and helpful. Class attendance is important as well as preparation of the daily reading assignments. Reading assignments usually cover from 10 to 30 pages per class.

**ORGANIZATION:** Three papers are required of approx. 1000 words each (3½ double spaced typed pages). They should be an investigation or explication of some course reading. Premium is placed on thought, but careless proofreading and faulty mechanics can adversely affect the grade. A list of suggested topics is handed out before every paper is due, but original topic ideas are encouraged. There is a mid-term exam of one

hour, and a final exam of two hours. The final is given in a pre-assigned time period during the exam week. These exams are composed of two sections. One consists of identifications from the readings and is worth 1/3 or 1/4 of the mark. The other section is composed of two or three essay questions worth 1/3 or 1/4 of the mark each. Six unannounced quizzes are given and cover only the reading material for that class. The purpose of these quizzes is to determine if the assigned reading was done. They are not difficult, being only identification questions. The final course grade is figured on a seven equal part basis. Each paper is counted as one part, the mid-term is counted as one part, the final is counted as two parts, and the average grade of five of the six quizzes is counted as one part (He drops the lowest quiz grade).

One word on the two exams: Mr. Callahan's selection of identifications and essay questions is very well done. The average student who keeps up with the reading and does a reasonable amount of studying for the exams can do well.

**COMMENTS:** Mr. Callahan offers a good survey of English Literature. He holds regular office hours. If any difficulty should come up with low grades—see him early.

## Paul McLane

**PRESENTATION:** Dr. McLane starts at the beginning of the text and continues straight through the book, page after page, until the end of the semester. The content of the material is emphasized more than the various literary techniques employed. Dr. McLane allows discussion in class, but there is little, mainly because Dr. McLane does little to encourage it, and has no capacity to generate it.

**ORGANIZATION:** There are two papers required throughout the semester, as well as a midterm and a final examination. Since there is little discussion, one need not worry about class participation. Five cuts are allowed.

**COMMENTS:** Because Dr. McLane lacks the charisma necessary to make the class exciting, the 50 minutes spent in class three times a week often borders on the unbearable. It is granted that Dr. McLane knows his material superbly, but he somehow lacks in bringing it across. The course is not demanding, thus if there is anyone who has this hour open on a particularly busy day, and would desire a 50 minute nap at that time, he should take this course.

## Lawrence Murphy

**PRESENTATION:** Mr. Murphy's lectures are generally dull and not particularly relevant to the quizzes he gives. The teacher begins each new topic with a lecture that orients the literature in the period that is being considered, relating the works to the prevalent social conditions. There is little or no class discussion of the material. Lectures sometimes tend to get bogged down on minor points.

**ORGANIZATION:** Two or three papers are required throughout the semester. Mr. Murphy gives seven to ten short quizzes, consisting of quotes from the assigned readings. The average final grade is B.

**COMMENTS:** The course is worth taking and can be recommended to nonmajors, but could be greatly improved by making the lectures more interesting through more class discussion.

## Raymond Schoen

**PRESENTATION:** The lectures for this course are given in a concise and definitive manner. Schoen will usually open the class with a few pertinent remarks on the assigned readings and then initiate his lecture. His lectures are orderly, but certainly not nebulous. They are usually interesting and amusing. Once he begins lecturing, discussion usually flares up immediately. Every once in a while he has to prod the class to open up a discussion, but this usually stimulates a good discussion as he tosses out a few helpful hints. The class, both lecture and discussion, is a coherent, free-flowing attempt at probing into the work at hand. Schoen's method of presentation is a good one, as his lectures and the ensuing discussion usually pertain to the course material.

**ORGANIZATION:** There are two papers due in this course. The course material is usually supplemented by a few short quizzes. There is no midterm, but there is one short final examination. The final grade is based on the two papers and the final examination. The average final grade for the course is B.

**COMMENTS:** Schoen is a witty and competent lecturer who labors to shed some light on a course often taken too much for granted. He likes to collect the viewpoints of many students into a cohesive whole which explains the material at hand. No insight is rejected in this class which puts a more relaxed atmosphere into the class. The focal point of the course is the reading taken from Volume 1 of the *Norton Anthology of English Literature*. The emphasis is not one of a critical standpoint, but one of a general understanding of what the author is trying to accomplish through his work and his means for doing so. Far above the level of mediocrity, the course is taught in an informative way and is recommended to any sophomore who needs to fill his English requirement.

## Andrew Smithberger

**PRESENTATION:** There are few formal lectures during the year. Usually the class is begun with Prof. Smithberger "talking" about literature for 30-35 minutes, then holding a semi-formal discussion on the topic of the day. In his "talks" he tries not only to bring out a certain author's style but also historical facts concerning the author's life and period in which he lives. Then the relations between these are brought out and discussed. Therefore the student receives a rounded view of the style of the work, history of the author and his time, the teacher's views (which do not have to be accepted) and other students' views.

**ORGANIZATION:** Two 5-10 page papers are assigned each semester. The topics are usually left up to the student after the works which are to be written on have been selected. The only large exam is the final, which counts 25%, the minimum standard set by department rules. There are weekly to bi-weekly quizzes given on Wednesdays. The final grade is based on 13 marks, including the final exam, the two papers, 9-10 quizzes and the professor's evaluation. The average grade is 2.94, which is well above the 2.73 average for all English 21 courses.

**COMMENTS:** Students who have taken this course are impressed with the broad knowledge of the professor and his experience. Not one thinks that he received anything but a fair deal in the

course. But since the course is a survey, there are limitations; these are the limitations of lack of depth in areas of special interest and too much ground to cover. Yet in an overview a student cannot help but feel that he received exactly what the purpose of the course is—a broad view of English Literature.

## English 27

### Survey of English Literature

English 27 fulfills half the Sophomore English requirement for industrious Arts and Letters students. It is a more intense and thorough examination of basically the same material covered in English 21, the primary text again being the *Norton Anthology of English Literature*. Students must be recommended by their freshman English teachers, and be willing to work faster and produce at a higher quality than those in the 21 sections.

## Thomas Jemeliety

**PRESENTATION:** Mr. Jemeliety's lectures are invariably spiced with his dry wit. They are reasonably discursive with only a pretense of organization. In fact, they ring of Samuel Johnson, in their ostentatious seriousness and considered scorn of romanticism. If Samuel Johnson had known about romanticism, he would probably turn out to be Thomas Jemeliety. Mr. Jemeliety has an almost inspirational understanding of the medieval lyric, "I Sing of a Maiden," which makes up for all his faults.

**COMMENTS:** Another evaluator has said that Mr. Walton would be the best professor in the English 27 stables; but it is a tough league with the likes of Jemeliety. His lucid explication of eighteenth-century literature vitalizes the period. This same cynical clearheadedness makes English 27 not only a quest but also a discovery.

## Leslie Martin

**PRESENTATION:** Martin's lectures pertain exclusively to the assigned readings, but his approach is creative, relaxed, and witty, bringing in much outside material. He brings to the classroom a thorough, and insightful knowledge of the material and conveys this knowledge to the student reasonably well. He welcomes discussion and comments concerning his lectures, encouraging students in the development of their own interpretations of the material, but he deplores extensive use of footnotes, considering them crutches for a crippled mind. Future plans for the course include possibly breaking down into small discussion groups occasionally if the particular reading warrants this approach.

**ORGANIZATION:** During the course of the semester there will probably be three take-home, open-book exams and a final, usually taken in class. A few short papers will also be interspersed throughout the semester.

**COMMENTS:** Martin is lucid, concise, and possesses an extensive vocabulary which he uses to good advantage. His lectures are highly informative. Martin, quite accurately, calls himself an antiquarian. His specialty is the period covered in this semester. He places the writings in their proper context, giving the contemporary student a sense of the times in which they were written. Overall, the consensus is that the course is very enlightening and well worth the student's time and effort.

## Paul Rathburn

**PRESENTATION:** Dr. Rathburn's lectures are relaxed and informal. The lectures and discussions are directed towards interpretation and appreciation of the literature rather than scholarly analysis of literary structure and technique. Discussion is encouraged and constitutes the majority of class time. Both lectures and discussions are generally relevant and interesting, and test questions are drawn from material discussed in class. Dr. Rathburn is often most interesting when he departs from his lecture to comment on his personal reactions to literature.

**ORGANIZATION:** Two or three essay tests and a final are given, and usually at least one ten-page or two five-page papers are required. Dr. Rathburn's lack of organization is his weakest point: test dates and paper assignments are liable to be suddenly changed, and the syllabus is usually not completed.



JAMES ROBINSON

*Therefore youth ought to be instructed betimes and in the best things: for we hold those longest we take soonest, as the first scent of a vessel lasts, and that tinct the wool first receivec. Therefore a master should temper his own powers and descend to the other's infirmity. If you pour a glut of water upon a bottle it receives little of it, but with a funnel, and by degrees, you shall fill many of them and spill little of your own: to their capacity they will all receive and be full.*

Borrowed from Ben Jonson, rather pompous, rather pretentious (if taken too literally), this passage is an imagistic rendering of Professor Robinson's teaching philosophy, including of course some words on the method of teaching, some more on the process of learning, and, most offensively, a lot more on the relative positions of teacher and student. Characteristically, though, Professor Robinson has a double feeling for that part about the mastery of the teacher and the infirmity of the student. He uses it, he employs it in order to do serious things, like the study of Shakespeare, but he is the last one to take it seriously. According to him, the idea that the teacher knows more than the students is "a necessary and valid and comfortable illusion" that they both need in order to function well in a classroom situation.

This kind of ambivalent attitude, this blend of seriousness and mock-seriousness, is a more or less registered trademark of the Robinson manner, and it's OK, it's even good, because alienated-war-baby-English-major types can appreciate profs who do their thing well without acting as though all Meaning is somehow encased either within their course or within the period that they are eminently familiar with.

Robinson manages to incorporate both this se-

rious and this satirical dimension into his course, imparting to his students what he knows about the English Renaissance, challenging them to see something in it, cutting them down when they don't, congratulating them when they do. There are often sharp, pointed give-and-take discussions in his classes, with both Robinson and his students doing the pointing, always in good faith, always in an attempt to gain the best rhetorical position for arguing a point of information or interpretation. Over the years the best Arts and Letters majors have taken a turn in Professor Robinson's Shakespeare course, as much to participate in these lively learning exchanges as to take notes about balconies and graveyard scenes. Since that time he has thus been the subject of many eternal undergraduate epithets, among the more picturesque being, "He's like a calmed down William Buckley" and "No, he's not, he's like an awakened David Brinkley."

Professor Robinson does, however, know what he's doing in either of the two situations we have been talking about, the rhetorical and the professorial. His new book, *The Art of Rhetoric: A Handbook*, will be out shortly, and he has written a number of articles in scholarly journals about English Renaissance figures, reviewed several books dealing with this same subject matter, and conducted a few Shakespeare Symposiums since he began teaching here in the fall of 1957.

Once he was assistant chairman of the English department, but he forgets exactly when. He does remember, however, and is proud of, that fatal day on which he did "glorious battle" with a nasty, perverted bunch of English graduate students (in a softball game), first winning, and then getting clobbered. He was also chairman of the College and then the University Committee which wrote the Faculty Manual, has been on the Faculty Senate, helping to write the bylaws of that body, and is now an *ex officio* member of the College Council and an elected member of the Academic Council.

He was himself one of the signers of a largely overlooked, but critically important faculty statement that asked the academic community to reject panic and repression in the days following the CIA demonstration and instead to come to grips rationally and intelligently with some of the issues raised, particularly the general one concerning the University's role in providing for the effective moral and cultural education of its students beyond the curriculum. Even in regard to the curriculum, the English one in this case, he wishes that the undergraduate English majors would take a little more active interest in themselves as majors, perhaps by forming an English club or some other similar organization that could work with the department in planning and carrying out courses and programs.

Common to all of these desires and doings is a concern for the full and expansive exercise of language, since "language is our greatest power to affect the quality of life." For those who live in a fragmented and disjointed society especially, Professor Robinson thinks that the study of language and literature can give them "a wholeness, an integrity, without which life would be scarcely possible."

COMMENTS: Dr. Rathburn's informal attitude, while usually effective in class, is always in danger of slipping into the chaotic. However, he knows the material well, and most students felt that the course was rewarding. The basic direction and presentation of the course will cater to those students who enjoy reading English literature; however, those students, particularly English majors, who might prefer a more scholastic and technical approach to the material, might do better elsewhere.

## James Walton

PRESENTATION: It's a play within a play to attend Mr. Walton's lectures. They are coherent and very articulate with the weight of consideration given to tracing sources and taxing the textual tensions of the works. Ergo, sometimes tedious. Most of the time, however, Mr. Walton is very interesting and informative. Although his lectures are quite detailed and generally uninterrupted, they are excellently prepared and oftentimes flavored with his own comic relief and "insights" into Freudian psychology. Emphasis on each author is very well gauged and serious study of each work is demanded.

ORGANIZATION: The almighty grade does not take precedence in Mr. Walton's introductory course. Required is a no-less-than-ten-page attempt at student originality discussing any one of his suggested topics. This paper constitutes one-half the final grade. For the other half there will be either weekly, fifteen-minute quizzes pertaining to designated readings, or two major tests, a midterm and final. The tests are not easy; but, Mr. Walton is obviously interested in analyzing English literature, not in playing the get-the-grade game.

COMMENTS: As far as English 27 goes, Mr. Walton's course is the best. It is highly recommended for English majors and is geared for any serious student. Everyone gets lost once in a while, but Mr. Walton has the admirable ability to give any willing sophomore an appreciation of great English literature.

## English 43 Chaucer, 10TTS Lewis Nicholson

CONTENT: Dr. Nicholson's course deals with Chaucer's *Canterbury Tales*. At the conclusion of the course students are responsible for all of the tales, but not all of them are treated in class. The course attempts to study the tales in relation to one another and to the philosophical and theological background in which they were written.

PRESENTATION: Most of the time in class is devoted to lectures. Dr. Nicholson goes through the given tale under consideration and gives particular attention to undercurrents of medieval allegory and symbolism with which his students are not generally familiar. Scholarship on the tales is frequently alluded to in the lectures, and Dr. Nicholson emphasizes the points of criticism on which he is in disagreement with other Chaucerian critics. Questions are welcomed, and some discussion is encouraged, but the unfamiliarity of the students with the kinds of materials being presented tends to inhibit student response.

READINGS: The only absolutely necessary readings are the tales themselves, in a Middle-English edition. The Middle English is not hard to grasp, and some attention is given in class to matters of grammar and pronunciation. One collection of Chaucerian criticism is highly recommended and frequently alluded to in class. The reading of additional criticism is optional but recommended.

ORGANIZATION: The bulk of the course work, besides daily preparation of the readings, consists of three tests, two on the content of the tales and one on language and grammar, as well as one or two short papers. The exams require a thorough comprehension of Dr. Nicholson's interpretation of the tales, and the papers, in which some originality is expected, are carefully and devastatingly criticized. But the grades are not terribly low, and A's are possible.

COMMENTS: Dr. Nicholson is an outstanding Chaucerian scholar, and his analysis of the tales is appealing and sensible,

far more than most of the criticism to which he alludes in class. However, in the classroom he maintains a somewhat cold and aloof scholarly manner which tends to inhibit response on the part of his students, who are unfamiliar, anyway, with much of the material he deals with. He seems, in short, much more concerned with his material than with his students. Now for someone who wishes to learn a great deal about one of the most interesting writers in English literature, that might not be a bad attitude to find in a teacher; it does, however, disturb those whose interest in Chaucer is not overwhelming.

## English 45 Non-Fiction Prose Writing 2TT4 Eugene Brzenk

CONTENT: Dr. Brzenk's Nonfiction Prose Writing course is structured more towards rounding out the non-English major rather than providing an additional training ground for those who intend to become professional writers.

In addition to having definite areas in which he feels his students will need practice (e.g., description, research, objective and subjective writing) Dr. Brzenk asks for suggested topics from his students and adds such things as humorous writing, autobiographies, and play criticism.

ORGANIZATION: The class meets for approximately an hour, meeting only twice a week. Although there are no tests the student is assigned a paper on the average of one every two weeks. Grading is fairly lenient and the Engineering student should not fear competing with the English major as Dr. Brzenk's main concern seems to be on improvement.

Not believing that writing can be taught, Dr. Brzenk reserves his main comments until after the papers have been turned in. The papers are returned within a week for review and the student must rewrite three of them (of his own choosing) by the end of the semester.

COMMENTS: Dr. Brzenk offers a chance for the serious student to meet him on an individual basis and in fact encourages it. He also offers help with any difficulties the student might be encountering in papers for other courses (this offer still stands even after the end of the semester when the course is terminated).

Nonfiction Prose Writing should be recommended for any student who feels that his writing abilities are getting a little rusty and in particular for any student who intends to pursue postgraduate work of any kind.

## English 53 Tudor and Stuart Poetry 10 MWF Walter R. Davis

CONTENT: The course offers an in-depth study of the major Renaissance poets. It will treat the poems as poems, individual instances of a highly developed literary form. The course will take a stylistic approach emphasizing the verse forms developed during the period. It will attempt to convey a thorough understanding of the individual poems as works of art rather than as expressions of historical or cultural themes. The course will be open to all who have completed one year of sophomore literature.

PRESENTATION: The course is carefully planned and thoughtfully ordered. The first half of the course treats the "sacred" poetry of the period stressing the work of Donne and Herbert. The second section explores the "profane" tradition in Renaissance poetry as found in Wyatt, Sidney, Spenser and Herrick. The class will be conducted by discussions as much as possible. Mr. Davis has a deep and broad grasp of the material and is willing to elaborate on students' insights and inquiries. He allows his students a wide amount of freedom, but usually manages to keep the discussions well directed and relevant.

READINGS: The readings are the heart of the course. A rather thorough reading is given to each poet. Selections of Donne, Herbert, Crashaw, Vaughan, Marvell, Marlowe, Wyatt, Sidney, Spenser, Campion, Jonson, Herrick and others are read. The

texts (a few anthologies and several slender editions of the individual poets) are available in paperback. The readings are often supplemented by helpful mimeographed material.

**ORGANIZATION:** Three papers are required during the term (two short papers and a term paper). The first paper deals with a single poem, not discussed in class. The second is to be an analysis of an individual poet. The term paper is larger in scope than the second paper and is to develop some individual interest of the student. A midterm and final exam are given. They are comprehensive in nature and demand a thorough grasp of the material. Grades are keyed to the quality of the papers.

**COMMENTS:** This course offers an excellent opportunity to study some of the master poets of English literature under an outstanding Renaissance scholar. The nature of the course places much responsibility upon the individual. Mr. Davis seldom prods his students and they must seize the initiative if the course is to be a truly meaningful experience. The many opportunities for development in this most significant area can best be realized by the serious student of literature.

## English 55 Shakespeare, 9TTS Paul Rathburn

**CONTENT:** English 55 is a requirement for junior English majors and is offered both in the fall and spring semesters, each time with a different teacher and different format. Rathburn will be offering the course in the fall semester. There are no prerequisites, as the course is intended as an introduction to Shakespeare's literary achievement through a study of a selection of plays and an independent perusal of certain important critics.

**PRESENTATION:** Rathburn covers the plays in groups — five each of the histories, tragedies and comedies. He generally begins his classes in lecture format, commenting on certain dramatic or literary aspects of the plays with an acute sense of both their interest as works of art and their relevance as statements on the human condition. Shakespeare is not an object of pious devotion to Rathburn and he succeeds quite well in making the students appreciate and understand the plays rather than merely venerate them from a distance. The presentations are lively and open-minded with the result that there is much discussion and room for independent interpretation by the student.

**READINGS:** Probably Hardin Craig's edition of the complete works. Critics are suggested as further guides.

**ORGANIZATION:** Three papers and three exams. These correspond to the three divisions of plays and are not difficult if one does the reading and attends class.

**COMMENTS:** Rathburn is well qualified to make Shakespeare attractive to undergraduates. He understands the reason why literature often becomes an unpleasant exercise in meaningless "appreciation" rather than a fruitful search for the ideas and sentiments that characterize man's experience regardless of his date and nationality.

## English 55 Shakespeare 8MWF James Robinson

**CONTENT:** This is a general survey course in Shakespeare, featuring factual introductions to and basic interpretations of selected sonnets, four of the histories (*Richard II, III, Henry IV, V*), seven of the comedies and romances (*Midsummer Night's Dream, Merchant of Venice, As You Like It, Twelfth Night, Measure for Measure, Winter's Tale, Tempest*), and seven of the tragedies (*Romeo and Juliet, Julius Caesar, Hamlet, King Lear, Othello, Macbeth, Antony and Cleopatra*). Anyone can take the course, and many non-English majors and even non-AL majors do. But since all good English majors must know the true source of all good English, about half the students in the class are junior and senior English majors taking their three-credit Shakespeare requirement.

**PRESENTATION:** There are really two personalities in play here: Shakespeare's and Robinson's. The blend of the two has in the past, however, produced some valuable insights into "the most universal genius who ever lived," which, at least according to William Hazlitt, is Shakespeare and not Robinson.

Nevertheless, Professor Robinson does possess an almost genial control over the quality and direction of his course. He generally prefaces each new genre and each new play with related background information and past literary criticism, and then presents either a developing, evolving scene-by-scene interpretation of the play, or (and this is more often the case) constructs an original analytical model which can serve as a basis of understanding for the play.

Any student is free to contribute to or to question any part of these lectures, and many do. Robinson is somewhat renowned for his movements in these give-and-take discussions, often passing, for example, from the profound to the hilarious, from the serious to the satirical, and back again, within two or three sentences. Some students never skip this class, simply because of their attachment to Robinson's teaching style and skill.

**READINGS:** The basic text is *The Living Shakespeare*, edited by Oscar Campbell, which includes twenty-two plays and the sonnets. From time to time Professor Robinson suggests critical readings (*Shakespeare: The Tragedies*, edited by Alfred Harbage; *Shakespeare's Festive Comedy*, by C. L. Barber, and others) but these are by no means required; they are rather for those who are interested in adding an extra dimension to the texts and lectures.

**ORGANIZATION:** There are usually three short papers (4-6 pages) on both assigned and chosen topics. One weakness of the course is that the professor gives far too few qualifying comments on these papers, sometimes only a grade and a single-sentence note — which is disappointing, no matter what the grade is, to one who has spent a lot of time on the paper. Since some of the above-listed plays are introduced and discussed by the students in a seminar fashion, one has the option of replacing one of these papers with a oral report on a specific play.

In addition to the papers, there are periodic quizzes, which only last four or five minutes, and which really only test whether one has read the particular play at hand. What is important, if one is interested in the final grade, is the final (there is no midterm), which requires a conceptual understanding of the lecture material, rather than a detailed knowledge of specific facts.

**COMMENTS:** Professor Robinson has been running the English department all of this year, so his return to teaching in the fall should be a completely worthwhile event, for the professor himself and for the students who sign up for this course. In the past, this Shakespearean section has been both extremely enjoyable and extremely fruitful, with none of the boredom and busy work that goes along with a lot of required major courses. Nonmajors too, even those in science and engineering, might get more out of this course than any other upper-division English course. English 55, Section 1 is then recommended to anyone interested in understanding the scope and sense of their language's greatest writer.

## English 64 Satire, 2MWF Thomas Jemielly

**CONTENT:** Offered for the first time on a lecture basis, this course will be concerned with classical eighteenth-century English, and modern satire. A study will be made of the nature, elements, and techniques of satire in an effort to clarify and distinguish its relationship with black humor, sarcasm, cynicism, irony and social criticism.

**PRESENTATION:** Though predominantly a lecture course, the size is to be limited to thirty students. Questions, discussions, and arguments will thus be facilitated, and will be readily accepted by Mr. Jemielly. While the high quality of his lectures makes the course very desirable from the start, the opportunity to raise pertinent questions increases the benefit a student might

expect. The lectures tend to be thematic rather than stylistic in their analyses, though the student is held responsible for handling the texts critically as well as appreciatively.

**READINGS:** Classical emphasis will fall on Horace, Juvenal, and Lucian; Swift, Pope, Fielding and Jane Austen will be the eighteenth-century satirists; Dickens may appear; and the modern satirists will be Evelyn Waugh, Kurt Vonnegut, Bertolt Brecht, and Joseph Heller. The number and length of the readings warrant some discretion upon the part of students who would be unwilling to dedicate a fair amount of time to them, though in Mr. Jemielity's Seminar on Satire, which covered even more material, it was found that the readings were enjoyable enough to maintain student interest.

**ORGANIZATION:** Two or three essays of five-to-eight-pages-length will be required. Examinations are the teacher's favorite options, which he has been known to ignore entirely or to invoke daily with disastrous results. When given, however, tests prove to be of moderate difficulty, and are graded rather strictly. The basis of the final grade is dependent upon the tests and examinations for the most part, though class participation can weigh favorably. The average final grade in Mr. Jemielity's Seminar on Satire was B+.

**COMMENTS:** The study of a literary type, such as Satire, over the period of an entire semester requires a different approach than most chronological studies. The necessary methodology of noting similarities and distinctions is brought out through both thematic and stylistic study. But the most interesting part of the course is Mr. Jemielity's interpretive presentation, which consistently brings to light the reality of the material being read. Some people are taken aback by the seriousness of Mr. Jemielity in his classroom discipline, yet it seems an integral part of the material when one comes to appreciate him. The value of any study of literature is reflected in its relationship with experimental reality, and Mr. Jemielity is able to bring out this relationship from behind its imaginative trappings. The course is well worth its while, and I would take it again readily.

## English 67 English Novel I, 11TTS James Walton

**CONTENT:** English Novel I is a survey of the English novel from its beginning to the early novels of Dickens. Dr. Walton begins with a general discussion of the nature of the novel, and the remainder of the course consists of discussions of several novels on a book-by-book basis. A general prerequisite for the class (which consists of a predominantly junior-senior enrollment) might be the sophomore English literature course, but this is by no means absolutely necessary.

**PRESENTATION:** Dr. Walton is an excellent lecturer with a relatively informal but highly substantial delivery and an infectious sense of humor. His lectures are in fact good enough that the majority of students are quite content with a lecture course. Dr. Walton seeks class participation, however, and he plans several changes in the organization of the course that he hopes will facilitate class discussion. His lectures are closely keyed to the readings, but go far beyond superficial restatements of the books. He takes the overtly obvious surface content of most of the books for granted, and concentrates in his lectures on relating the novels to both their historical contexts and relevant psycho-mythological patterns of a more timeless nature.

**READINGS:** There is a great deal of reading in the course, but less than avid readers need not necessarily be discouraged. There is respectable time allotted for each book, but continued ambition of some sort is necessary: this can be one of those courses which leads one into snowballing procrastination, a folly which will greatly detract from the potential of the class material. There will be nine books, with a total cost of roughly \$14, and they are mostly fat ones: *Pilgrim's Progress* (Bunyan), *Moll Flanders* (Defoe), *Tom Jones* (Fielding), *Tristram Shandy* (Stern), *Clarissa* (Richardson), *Caleb Williams* (Godwin), *Emma* (Austen), *Old Mortality* (Scott), and *Oliver Twist* (Dickens) in roughly that order.

**ORGANIZATION:** The course will be changed somewhat from the midterm, final, long paper organization of the past year. There

will be no long paper; the term paper has been replaced by two-page papers on seven of the nine novels. There will be no midterm, and the final exam for each student will be based on the two novels on which he did not choose to write.

This new approach should have several advantages for the students. In the first place, seven two-page papers seem preferable to the considerable undertaking of one long one; secondly, the absence of a midterm offers the students at least the opportunity to proceed with the work at a fairly normal pace, or, if nothing else, to face one instead of two cram-jobs. More importantly, the seven papers may serve as a built-in incentive to keep up with the readings, thereby enabling students to participate in more class discussion if they choose, or at least to better enjoy lectures which this year's students enjoyed even when they were continually behind in the readings. It is a relief in note-taking if one has some basis for judging what is and what is not essential.

For those who care, that is for general information, the average grade in the class is "B."

**COMMENTS:** One might be discouraged to learn that *Moll Flanders* and *Clarissa* (2200 pages at full length, the class covers a much-abbreviated version) are among Dr. Walton's favorite novels. That may only be true if one has not learned to read with the depth that this teacher does. He reads deeply enough to find patterns and motifs in these novels which relate them (and not superficially) not only to each other, but to Conrad, Faulkner, and everyone else who has ever written literature, or lived life. Walton makes extensive and intriguing use of archetypes, myths, and the conscious-unconscious relationship in his analyses, and the course could and should have a profoundly beneficial effect on the students' reading of all literature. It is a must for English majors and all lovers of reading.

## English 85 Writing of Short Fiction 1Tu4, 1Th4 Francis Phelan, C.S.C.

**CONTENT:** The course is designed to help develop the ability of the student to write short stories. The major emphasis of the course is on writing, although class discussion and criticism of the individual short stories is also important. Ultimate publication is to be considered a very real goal of the course.

**PRESENTATION:** Fr. Phelan has a very easygoing yet helpful approach to the course. Being a writer himself, he knows the publication picture — deadlines, mailing procedures, etc. The course material is made up entirely of the stories the students write. These stories are discussed in the once-weekly class section, and Fr. Phelan usually lets the students lead the discussions, saving his comments for last. Thus the students in the class really make or break it. Fr. Phelan realizes the varying backgrounds and experience of the student authors and will always be able to encourage a writer to develop the good points in even the most poorly written story. He is open-minded and tries to encourage fresh approaches to writing.

**READINGS:** The students' short stories with the anonymity of the author being maintained make up the reading for the course. Occasionally, reprints of professional short stories are handed out and discussed.

**ORGANIZATION:** Three short stories from each student are required. By arrangement with the teacher, the short-fiction requirement may be modified to suit individual aptitudes. The stories are to be read ahead of class and then discussed and criticized within class. While the final grade is based largely on the written work, some credit is given for the quality of criticism offered by the student in class. There are no exams.

**COMMENTS:** Fr. Phelan is a calm, very likable man and one who can give both the major and nonmajor a great deal of encouragement. At times discussions ramble in vague generalities, and a greater emphasis on specific textual criticism might be more beneficial. The tendency of the class is to procrastinate in writing stories; and, as a result, a flood of stories towards the end of the course results in some brief, sketchy treatments in class. This only hurts the author who does not get the full benefit of the discussion for his learning experience; therefore, it is highly recommended that papers be handed in on time.

## English 88

### Victorian Non-Fiction Prose, 9TTS

#### Donald Sniegowski

**CONTENT:** The course analyzes the writings of Carlyle, Mill, Newman, Arnold, Ruskin and Pater, as they reflect the spirit of the Victorian era. The limitation of the material to nonfiction prose eliminates the necessity for extensive discussion of different genres, while allowing the students the opportunity to compare stylistically the use specific authors make of common thematic concerns. Thus, by the end of the term an overview of the Victorian period is possible, while during the semester the material is handled on a more individual basis for each author. Victorian Poetry, a second-semester course, supplements this approach and is handled similarly.

**PRESENTATION:** The emphasis of the course is towards lecturing, though when time and size of enrollment allow, Mr. Sniegowski prefers to involve the students in discussion at smaller seminar meetings. The lectures are designed to reflect the treatment of the author, rather than the matter which the author treats. Thus, many students fail to achieve a strong grasp of the interrelatedness of the material, though they are able to master individual authors quite readily. There is, however, a very strong, though admittedly subtle, connection to be found in Mr. Sniegowski's presentation.

**READINGS:** Besides Harrold and Templeman's anthology, *English Prose of the Victorian Period*, Mill's *On Bentham & On Coleridge*, and *Autobiography* are read. Also, Mr. Sniegowski is adding Carlyle's *Past and Present*, and is considering taking Arnold's *Culture and Anarchy*, rather than the selections from each work which he has included in the past. While it is important that the students read all of the material, it is usually found most beneficial to center upon particular pieces in detail in order to appreciate the style as well as the content of the authors.

**ORGANIZATION:** Three five-to-seven-page-length papers are required, and while provisions are made for a midterm examination, in the past two semesters none have been given. The final examination is, perhaps, the most rewarding experience of the entire course. By posing problems of broad, thematic nature, and by providing a method of analysis to these problems, Mr. Sniegowski allows the student to concretize the material of the entire semester by writing on the comparative concerns of several different authors. The average grade is B, though students willing to exert themselves are rewarded with A's and a greater satisfaction on having understood the material.

**COMMENTS:** The rather informal discipline of the course in no way detracts from the stringent treatment of the material which Mr. Sniegowski presents. Courses in which a student finds the teacher so willing and so capable to discuss the material on a close, personal basis, are rare. And, the effort of Mr. Sniegowski to maintain this openness is to be lauded. His mastery of the social, political and philosophic background of the Victorian era allows him to adapt his comments to the needs of the students, rather than to coerce them to accept his private formulation. That the problems dealt with by the Victorians are still pressing upon society today makes analysis of such an astute and sympathetic nature most inviting. The reviewer heartily recommends the course, and would take it again for the experience of associating with Mr. Sniegowski, if not for the material itself.

## English 93

### Major American Writers I, 3MWF

#### Thomas Werge

**CONTENTS:** This course is designed as a fairly deep study of the fictional prose writers of the 19th century in America. As an introduction to the novel and short story in America, the course starts with *Wieland* by Brown, the first American novelist. The course then studies in order: Hawthorne, Melville, and Twain. (Poe has been dropped for next semester.) Two or three novels and a number of short stories by each of these authors are studied including *The Marble Faun*, *The House of the Seven Gables*, *Moby Dick*, *Billy Budd*, *A Connecticut Yan-*

*kee in King Arthur's Court*, and *Adventures of Huckleberry Finn* among other works. Also included for next semester will be background reading in Jonathan Edwards, a puritan from New England.

There are no formal prerequisites for the course but a background knowledge of early American literature would be helpful. All the students in the course are AL Juniors and Seniors and most are English majors.

**PRESENTATION:** Professor Werge's lecture style is informal. At most he will simply use notes written in his books or made on little sheets marking the places in his books. This lack of a formal outline for class at times leads to digressions of questionable value and tends to distort the coherence of the subject matter. However, classes are for the most part interesting and attendance was usually high. There is also ample time for discussion in class. Due to the informal structure of the course, the discussions sometimes became pointless with irrelevant or moot questions.

**READINGS:** The readings of Hawthorne, Melville, and Twain are interesting and usually enjoyable. It is unfortunate, though, that the title "Major American Writers" has come to mean simply fictional, prose writers. This excludes some important figures of the 19th century such as Emerson and Thoreau.

There is a lot of reading for the course, and towards the end of the semester the time per fictional work becomes much too short. (The dropping of Poe may help to alleviate part of the problem.)

**ORGANIZATION:** There is one major paper of 10-20 pages and a 1-2-page outline of the paper due earlier in the semester. There is also a 10-25-minute oral report required of everyone. There is only one test, the final, and that one test is enough. But the grades are curved and neither high nor low. The final grade: 70% paper and 30% final.

**COMMENTS:** Professor Werge's teaching style presupposes some understanding of the reading material and allows for investigation of more subtle problems in the books. The course would be worthwhile for English majors who prefer the less formal course than usual but might be a little too unstructured for the dilettante.

## English 95

### Naturalism in American Fiction, 2MWF

#### Joseph Brennan

**CONTENT:** This course will explore the evolution and form of an idea; the naturalistic concept in the novel. Using Zola's *Germinale* and his essay *The Experimental Novel* as a departure point, Dr. Brennan will attempt to analyze this one instance of the naturalistic novel, and trace its fundamental concept in American literature.

**PRESENTATION:** Due to the rather specialized material to be covered, this course will be largely a lecture course. Student participation will become increasingly important as the course progresses and the students become more familiar with the basic concepts. Depending on the size of the class, individuals may be asked to present to the class their own work on authors on the reading list.

**READINGS:** Zola; Crane; Norris; Dreiser, *Sister Carrie* and possibly *An American Tragedy*; London, *Sea Wolf*; Sinclair, *Jungle*; Dos Passos, *Manhattan Transfer*; Faulkner, *Light in August*; Farrel, *Studs Lonigan*, and Richard Wright, *Native Son*.

**ORGANIZATION:** The organizational details have not as yet been determined.

**COMMENTS:** Dr. Brennan has been teaching courses to graduate students, and taught an undergraduate course in American novel this semester. Students in that course found him interested and interesting, and often quietly enthusiastic. He examines the material quite thoroughly, the students' interest depending on their effort and interest. English 95 will probably be a demanding course, offering a great deal to those students who accept its challenge.

## English 105 Advanced Fiction Writing, 1Th4 Richard Sullivan

**CONTENT:** This is a course for students who want to learn to write short stories. Writing short stories is one of the best, and one of the hardest things that a person can do. So if you are going to do it, you have to want it a lot.

**PRESENTATION:** Mr. Sullivan is a professional writer, as well as a charming man who tells beautiful stories all the time, inside and outside of class. His presence is essential, but he does not dominate the class. The course is as good, or as bad, as the members of the class make it. Mr. Sullivan's criticism is gentle, constructive and, at times, wise. You learn a great deal just looking at his face.

**ORGANIZATION:** The course is limited to about fifteen students and Mr. Sullivan's approval is required for admission. Each student is required to write three short stories during the course of the semester. Each story is mimeoed, read by the entire class and discussed during the weekly classroom period. The stories are numbered, not signed; the author of each story remains anonymous. No tests, quizzes, etc. But, there are deadlines and Mr. Sullivan enforces them with amazing stubbornness.

**COMMENTS:** Too many well-written stories are read inadequately. And because of shoddy superficial reading, too many stories get shoddy, superficial criticism. This problem could be avoided by some small structural changes in the course. Each member of the class should be *required* to bring a one-page, *formal* criticism of each story with him to the weekly discussion section. The author should read his story aloud to the class and, following this reading, each student should present his formal criticism of the story. This procedure has worked very effectively in other writing courses. The present informal procedure too often turns into a bad joke at the expense of the author.

The audience provided by the members of the class is another problem. It is simply too limited. No one in his right mind writes stories just for other people who write stories, especially when all of those other people, save one, are of his own age. A realistic audience reaction is extremely important. Every effort should be made to get outsiders — adults, younger people, friends, etc. — to hear the stories and to attend the discussion sections.

Also, there is not enough one-to-one contact between Mr. Sullivan and the individual members of the class. Mr. Sullivan cannot be held responsible for this. For God's sake, if you are in the class, get to know the man.

Finally, this course needs women members more than most courses. S.M.C. women who are serious about writing should enroll in this course. They owe it to Virginia Woolf.

## English 114 History of the English Language, 9MWF Edward Kline

**CONTENT:** This is one of the best nonliterature courses that the English Department has to offer. The content of Mr. Kline's semester of work involves a linguistically oriented approach to the English language, with heavy emphasis on proficiency in linguistic jargon and then emphasis on each of the major forms that the English language has had since its beginnings in Anglo-Saxon.

There are two basic approaches to linguistics; one from a historical development standpoint, and the other a comparative standpoint of the languages at one point in time. Essentially, this course is concerned with historical development, but Mr. Kline does spend a considerable amount of time at the beginning of the course in doing a linguistic analysis of present-day English. He also places a good deal of emphasis on the mechanics of linguistics; in other words, he spends several classes, and then the first part of several more, on "workshops" that involve the practice of linguistic writing and symbols. Since linguistics is involved only in the sounds of the language, the symbols used are considerably different from written English.

With the mechanics of linguistics out of the way, Mr. Kline moves rapidly through the various stages of development of the

language. The linguistic basis makes generalizations about the development of certain words quite easy. It also allows a much deeper understanding of etymology and, oddly enough, spelling. The basic divisions of the historical approach are: Old English, Middle English, Early Modern, Authoritarian, and Modern English.

**PRESENTATION:** The class is usually quite small, but since the content of this course is probably foreign even to English majors, Mr. Kline usually lectures. Much of the course is like a foreign language course, with daily drills and some blackboard work. Kline is usually quite helpful on these; he never considers them as quizzes for credit. In general, he reads highly organized lectures that draw from a variety of sources, which he mentions.

**READINGS:** There is one basic textbook, *A Structural History of English* by John Nist available for \$5.95. Other readings include a book of short pieces from the various periods in the history of the language. Kline follows Nist fairly closely in his organization.

**ORGANIZATION:** Mr. Kline gives four exams during the year and a final from which no one is exempt. The tests are usually objective and short essay types. He also gives topics for four short papers during the semester. These are quite a bit more free and interpretive. Both his tests and his marking on papers are quite honest; marks on the tests are usually lower than those on papers.

**COMMENTS:** This is a very well-organized, well-presented course on a topic that stands out in a sea of literature courses. Mr. Kline is essentially a scientist of the English language; his last publication was "A Computer Associated Graphemic Analysis of Beowulf: Purpose and Procedure." His course is a real introduction to the study of language in itself, and worth the effort if only to firmly understand the many levels of meaning in, for example, poetry.

## English 121 Modern Drama, 1Th4 Donald Costello

**CONTENT:** By the very fact that this course is listed in the English Department, one might expect that the emphasis of approach will be literary rather than visual or technical. The drama considered will include American, Continental and British. The field is a fertile and extremely interesting one and is bound to afford a unique glimpse into our contemporary culture, too often ignored at this university.

**PRESENTATION:** Dr. Costello: young enough to be interested and involved in the contemporary scene, established enough to be respected, wise enough to rely upon student opinion, gifted enough to stimulate that opinion. His presentation will be frequent lectures, and less frequent and rather formal discussions. Because drama is primarily a visual art, the class will undoubtedly attend actual dramatic performances both in South Bend and at Notre Dame. You might be expected to attend a rehearsal en masse and perhaps an informal discussion with the director, and the cast will follow at Dr. Costello's home. Lectures and class discussion will frequently revolve around the visual presentation of concept, thus keeping the subject matter alive and physical.

**READING:** Although a reading list has not yet been drawn up, I am sure such figures as O'Neill, Miller, Williams, Albee, Pinter, Ionesco, Shaw, Brecht, and Becket as well as a host of minor authors will be investigated. The readings will most probably be many — this is necessary because of the immense scope of the course. But, under no circumstances would these plays be boring, insipid or irrelevant. All good drama is immediate, revolutionary and reflective of the culture that gives it birth, and this, coupled with the short length, will make reading rapid, absorbing and pleasurable tormenting.

**ORGANIZATION:** You might expect three tests — all essays, the major emphasis of which is placed upon an imaginative and



creative response to the dramas rather than upon regurgitation of class notes. One long paper will probably be assigned.

COMMENTS: I am almost embarrassed to report that I have no criticism to level either at the proposed course or its professor, and I would highly recommend it to any one who are in any way interested in the theater or in literature.

## English 150A Renaissance Seminar, 10TTS Robert Lordi

CONTENT: This course actually places no particular emphasis on the Renaissance and might have been named "Comedy" or "Comic Vision" just as well. The course will begin with a study of comic theory—in its psychological and philosophical, as well as its literary, aspects. Then theory will be applied to the study of selected classical plays, satiric and romantic comedies, and tragicomedies. The end in view is to understand comic form and comic vision, to contrast the comic with the satiric and the tragic. Only junior and senior English majors should consider taking this course.

PRESENTATION: After some initial lectures, Dr. Lordi hopes to let the class develop into an open seminar, with a student responsible for leading each discussion.

READINGS: There will be four or five books of criticism to read; a comedy by Aristophanes, one by Plautus, and one by Terrence; two satires by Ben Jonson; a couple of Moliere's works and three or four of Shakespeare's. If time permits, some non-dramatic comedy may be covered. This course has never been offered before, and no specific titles have been decided upon as yet. All told, the required books should cost something less than twelve dollars.

ORGANIZATION: Since one student in particular will be responsible for each work, the number of papers will depend on the number of students available to share the work. In the past, Dr. Lordi has given long, essay-type midterms and finals. The final grade may lean heavily on the written work — both papers and exams.

COMMENTS: Although the teacher has a thorough knowledge of his material, past discussions in his class have tended to leave many points dangling. A lot depends on the students' preparation and interest, and the pace may make preparation not always easy.

## English 160A Seminar in Edward Gibbon, Samuel Johnson, and Jane Austen, 1TT3 Thomas Jemielly

CONTENT: The seminar will focus on three eighteenth-century figures prominent in irony and biography. The course is being offered for the first time. Enrollment is strictly limited to twenty students.

PRESENTATION: Jemielly is very conscious of the differences between a seminar and a discussion course, and consequently arranges the class so that students lead the classroom presentation as well as determining the topics and direction of the discussion. He purposely limits his own role in the discussions to that of another participant, though he does not hesitate to offer his own opinions. Naturally, then, the quality of the discussions must hinge on the caliber of the students.

READINGS: The course will study an abridgement of Gibbon's *Decline and Fall* and his *Autobiography*; major writings of Samuel Johnson, including his diaries and prayers, *Rasselas*, *Vanity of Human Wishes*, *Preface to Shakespeare*, and certain

of the *Lives of the Poets* important as biography or criticism; and Jane Austen's *Sense and Sensibility*, *Pride and Prejudice*, *Mansfield Park*, and *Emma*. The biographical element in Gibbon and Johnson will be studied in connection with some of the biographies of Suetonius and Plutarch; the religious ideas of Gibbon and Johnson will be studied in connection with David Hume's *Dialogues Concerning Natural Religion* and Voltaire's *Candide*.

ORGANIZATION: During the term students can expect to lead two or three class discussions (this includes brief 10-to-15-minute introductions suggesting some discussion topics), each discussion serving as the basis of a five-to-eight-page essay to be submitted a week later. Both papers and leadership of the classroom discussions are graded, each having equal weight in determining the final grade. No tests are planned, and should remain off the syllabus should the quality of class discussion remain high. Jemielly demands a significant amount of work, but will reward it with a high grade. (A list of texts and a syllabus, incidentally, will be available in Jemielly's office (G-11) after April 28.)

COMMENTS: In the opinion of this writer, and those students interviewed, Mr. Jemielly's courses are consistently among the most interesting and rewarding offered in the English department. The works covered in this course will be stimulating to any serious student. The implications and suggestions of the piercing irony of Gibbon's infamous treatment of Christianity or the "regulated hatred" of Jane Austen's social satire, for instance, as well as being highly entertaining, can and should provoke potentially fascinating discussions in various literary, philosophical, and literary realms. Jemielly is not paranoid about the syllabus and will alter it to accommodate any student interests which might develop.

The figures studied should also serve as a nucleus for a generally sound understanding of the thought, life, and style of eighteenth-century England. This seminar will prove an excellent course if it is composed of interested and competent students. Jemielly knows the period and these three authors well and can contribute much to an understanding and appreciation of them, but the success of this seminar will lie largely in students' hands.

## English 174 Tragedy and the Literary Tradition, 1 MWF Joseph Duffy

CONTENT: There is a tragic sense of life, and it is a sense that is uniquely Western; it has supplied much of the material of the literary (especially dramatic) traditions significant to us now. Tragedy has assumed its most compelling form within dramatic traditions: the Greek, the French neoclassical, and the Elizabethan. These are probably Duffy's major theses, although looking at them tells little about the course, separate as they must be here from his critical awareness of the fundamentally moral nature of all art. The nominal prerequisites are a reading knowledge of Greek and either French or German; Duffy liberally grants exemptions from these requirements. Most of the students in the class are most of the intelligent people in this university.

PRESENTATION: Duffy is a brilliant lecturer who demands only the interest of the students. He appears to read the lectures; this is deceptive: he knows them by heart. It is better just to listen to him talking for example about the *Oresteia* and the objectives which the energy of the plays are directed towards: "Order and tranquility are the quested equilibrium of the drama: a condition of harmony in men's hearts in the human community, and between the gods and men. The theological and political trophy of the drama, where religion and politics are woven together, is reparation for crime and through reparation an end to the cycle of human bloodshed: an integration of human and divine justice is finally postulated, and, consequently, a solicitous divine mediation in the affairs of men."

The discussion in the class is negligible; no one has anything more important to say than what Duffy is saying anyway.

READINGS: The readings come thick and fast and take up a lot of time. The *Iliad* serves as prologue; Richmond Lattimore's translation serves adequately, although Duffy likes it a lot. The Greek tragedians are read in the Chicago translation; last time he taught the course, he used *The Oresteia*, *The Bacchae*, *Alcestis*, *Hecuba*, *Oedipus the King*, *Oedipus at Colonus*, *Antigone*, *Andromache* and *Trojan Women*. He does *Measure for Measure* (in a brilliant pair of lectures on tragicomedies), *Macbeth*, *Lear*, *Anthony and Cleopatra* (with *All for Love* by Dryden for comparison), from Shakespeare; the Jacobean tradition comes out in *The White Devil*, *The Changeling* and *The Duchess of Malfi*. He does Racine's *Phaedra* and Corneille's *Le Cid*, and bridges the gap to the moderns with Chekhov. The moderns he does include O'Neill (*Long Day's Journey into Night*), Brecht (*Mütter Courage und ihre Kinder*), Beckett (*Godot*), Genet (*The Balcony*) and Giradoux (*Tiger at the Gates*); the only nodramatic work in the course is Unamuno's *The Tragic Sense of Life*. The *Poetic's* chapter on tragedy is suggested at the outset, mostly for laughs. The criticism the student is urged to look at includes George Steiner, Guthrie, Kitto, Lucas, McFarland, Esslin, Greene, Fenger, Abel, and Jan Kott.

ORGANIZATION: Duffy wants three tests and three papers, one on each segment of the course. The last time he gave the course he also gave a test on the *Iliad*, which was essentially out of class reading. The tests included questions like: Morality and human suffering are the tragic elements of tragedy. They are the facts of man's fate, not that of the gods. Relate, then, the following quotation to the tragic experience of Agamemnon, Philoctetes, and the woman of Troy: "And, who, except the gods, can live his life through forever without any pain?" One of the examinations breaks with this pattern of questions and consists of ten passages which have to be identified and set in context. That test is always a surprise and a quarter of the class flunks. The papers are about ten pages long and written based on a topic chosen from a list provided by Duffy: topics for the first paper last time included: The character of the old Oedipus. The idea of civic power in the Oedipus cycle, The experience of Neoptolemus. He also accepts (after consultation with him) poetry in lieu of papers, or translations of sections of the works read. The last question on the final two years ago was "And may God deny you peace, but grant you glory" — What does Unamuno mean? The basis of the final grade is pretty much Duffy's assessment of your understanding of that line from Unamuno.

COMMENTS: This is the study of literature at its finest, critical, hard-nosed best; there is simply no more insightful program of readings and lectures offered at this university in the study of art. Further comments from Duffy are in order here to further clarify some questions of approach. "The grammar of tragedy is a problematical study. When we encounter classical tragedy or any form which might conceivably be analyzed for its tragic aspect, we need to be on our guard against establishing a paradigm for the class according to which any attempt in the area should be measured. Because one dramatist does not have the same elements as another whom everyone considers a writer of tragedy, we cannot exclude the apparently unorthodox dramatist without careful scrutiny. By so doing we might miss some particular and unique tragic feeling possessed by such an artist. Our commonplace wills, in art as in life, seek the tidiness of classifications. Our imaginations are beset by questions and stagger among hypotheses towards a goal that is very far off — that may not even be there. In one of his mirthful dandified catalogues, Wallace Stevens refers to the comedian as the letter C, "that lutanist of fleas, knave, thane . . . imperative haw of hum, inquisitorial botanist. / And general leviographer of mute / And maidenly greenhorns." If the comedian is such a shady scientist of the world's and mankind's foibles the tragedian as the letter T is a baffled and baffling oracle of the world's and mankind's disasters — the celebrant of the overreacher and the commemorator as well as of the wreckage caused by the overreaching man. Any peripheral explanation the tragedian gives of the paradox of heroes whose fate is pain when their aim is pleasure is rationally devious and often emotionally unacceptable as well. By the pressure of his craft, the tragedian compels us "to bear witness to a logic that our reason rejects and to circumstances that outrage our feelings."

## English 180A Seminar: Aesthetes and Decadents, 3 MWF

Richard Bizot

CONTENT: Dr. Bizot plans for this course to survey the late Victorian period, tracing its development from the writings of Swinburne and Rossetti to the early works of W. B. Yeats around the turn of the century. The course will attempt to draw representative samplings from the fields of poetry, prose fiction, nonfiction prose, drama and graphic and plastic arts. Emphasis will fall on the pre-Raphaelite tradition, the writings of Walter Pater and Oscar Wilde before culminating in the early "Rose" and "Innisfree" works of Yeats. Dr. Bizot plans to interview personally all applicants for this course and students will be admitted on his approval. Enrollment will be limited to 15 students. Although there are no formal prerequisites a reasonable understanding of the Romantic and Victorian periods coupled with some sense of major art movements since the Renaissance undoubtedly will place the student at an advantage.

PRESENTATION: Dr. Bizot dislikes formal lectures and hopes that by restricting enrollment to a small number of interested students discussions can proceed in an informal seminar style.

READINGS: The reading load for this course should prove extensive, occasionally bordering on the burdensome. Required texts will include: *Pre-Raphaelites and their Circle*; *Aesthetes and Decadents of the 1890's*; *The Last Romantics*; *Against Nature-Huysman*; *Autobiography of W. B. Yeats*; *Picture of Dorian Grey-Wilde*; and *The Renaissance-Pater*. Additional texts will undoubtedly be added.

ORGANIZATION: A final exam and a term paper of "substantial" length are planned. Students will be required to occasionally prepare reports that will stimulate and maintain in-class discussion. Dr. Bizot has a reputation as a fairly tough grader and A's are generally considered a rare commodity.

COMMENTS: Dr. Bizot was something less than satisfied with the success of this course last semester and hopes that a later time and seminar format will alleviate the difficulties earlier experienced. Dr. Bizot is not an inspiring lecturer and at 9 in the morning not even this professor's characteristic pink shirt and paisley tie can stir the average English major to a state approaching consciousness. Much to his dismay Bizot discovered that last semester a sizable portion of his class enrolled with the preconceived notion that their status as recognized campus degenerates immediately fulfilled the bulk of intellectual development expected from a study of aesthetes and decadents. Hopefully, this misunderstanding will be avoided in the future. This course is not recommended for nonmajors, but for the serious student it provides a subject matter and a teaching personality well worth the effort. This is Bizot's period and he should prove excellent.

## English 185A Seminar: D. H. Lawrence, 9 MWF John Gerber, C.S.C.

CONTENT: This upper-division Seminar will be on the major poetry, fiction and other prose of D. H. Lawrence (1885-1930). The intention is to study this work in itself, in relation to some of the poets or poems of the Romantic and Post-Romantic periods, and as an important and representative response to the dissolution of the "public myth" of our civilization (i.e., Christianity) since the late eighteenth century.

It is highly desirable that juniors and seniors who enroll in this Seminar have some acquaintance with Romantic poetry; that is, at least with those lyrics of Wordsworth, Coleridge, Shelley and Keats (they are few in number) which one must refer to in order to be able to speak of a "Romantic Tradition." Blake's *Marriage of Heaven and Hell* is also an essential text.

Lawrence's works will be studied in chronological order.

READINGS: Works of Lawrence to be purchased (all in paperback): *Selected Poems*; *The Rainbow*; *Women in Love*; *The Short Novels* (two vols.); *The Plumed Serpent*; *Psychoanalysis and the Unconscious*; *Studies in Classic American Literature*;

and *Apocalypse*. (Students may choose to devote attention to other works than those the whole group will read.)

Works of Lawrence on reference for additional required reading: *The Complete Poems; The Collected Letters*.

Works on Lawrence to be purchased: Harry T. Moore, *The Intelligent Heart* (biography — in paperback).

ORGANIZATION: If possible, arrangement will be made for the seminar to meet twice a week for 75 minutes rather than three times a week for 50 minutes.

The course will be conducted as a *discussion*-seminar as much as possible. It will begin with discussion of *Sons and Lovers*. At the beginning of the semester it will probably be useful to lecture during all or part of one period a week. Thereafter, as many discussions as possible will be initiated by a student report or student paper.

Writing projects will be worked out with the individual student. Until such projects are proposed, it is anticipated that each student will write one *critical* essay on (some portion of) Lawrence's poetry, on one of the novels (of his choice), on Lawrence's literary criticism, and on his political or religious thought. There are many opportunities for comparative studies.

There will be no exams in the seminar, neither midterm nor final. The final "exam" will consist of an essay which the student will be given a month to prepare for and in which he will attempt to bring together in some way useful to himself the experience of his reading and thinking during the semester. If five essays are done (four plus the "final") each will count for one-fifth of the "grade." If the student arranges his written work in some other way, each piece of work he does will be given the weight he wants it to have — major or minor.

COMMENTS: Fr. Gerber has a tremendous background in both history (English) and literature, especially in the Romantic Period. With his broad sense of literary scope he is able to place particular figures and movements in fine perspective. Here he will treat his favorite novelist — D. H. Lawrence, and undoubtedly his knowledge of the subject is extensive.

As a teacher, Fr. Gerber is extremely receptive to individual thought and varied approaches to literature. In the past he has taught only one sophomore class (English 21, 22) with his other classes having been freshman sections in either English Comp. or the Humanities program. In this setting, many of his students sometimes implicitly feared going against him in open discussion since his knowledge is so extensive. This problem should not be so keenly present with a more mature class.

The single consistent shortcoming pointed up by his former seminar students was Fr. Gerber's tendency to occasionally allow the class to pursue a particular point to grave excess at the expense of the learning experience of the majority of the class. Fr. Gerber does not excel as an entertaining lecturer, but this should make little difference in the seminar situation. This course is not for those wanting to be "entertained" but rather for the serious-minded student interested in an in-depth study. With the opportunity for extensive research, a great intellectual experience is available for the student with an interest in Lawrence.

Fr. Gerber's grading reflects the individual interest and learning progress in the person himself, with the result that grades are very fair. Especially in the students' papers, Fr. Gerber gives thorough consideration to the student's own point of view, his approach to the material, and to the validity of interested and informed response.

## English 190A

### Seminar: Melville 1Th4

#### Carvel Collins

CONTENT: The course will focus on *Moby Dick* and *Billy Budd*, but the early adventure novels as well as *Pierre* and *The Confidence Man* will be discussed. The only stipulated prerequisite for the seminar is one previous course in American literature. Although primarily designed for English majors an avid reader of Melville majoring in another area would certainly feel comfortable in the discussions.

PRESENTATION: Professor Collins has taught seminars on

Melville a dozen or more times, and his command of the literature should prevent the discussion from lagging. He emphasized the fact, however, that student participation will be of primary importance, because he is interested in probing the modern reader's response rather than reading the novels, especially *Moby Dick*, simply in terms of the historical forces that went into their formulation. In the case of *Moby Dick* Professor Collins also intends to treat extensively on Melville's use of myth.

READINGS: A tentative list is as follows: *Typee*, *Redburn*, *White-Jacket*, *Moby Dick*, *Pierre*, *The Confidence Man*, and *Billy Budd*. The sessions will last three hours and be held once a week so there should be ample time to read the novels.

ORGANIZATION: Professor Collins has not made definite plans in this regard, but he will require at least one critical paper.

COMMENTS: This is Professor Collins' second undergraduate course at Notre Dame. The majority of his students in the Faulkner seminar agree that the course is informative and stimulating. Professor Collins is one of the leading authorities on Faulkner and is presently preparing a two-volume work on his life and literature. Obviously, he will not be able to avail himself of the opportunities of having been acquainted with Melville and of having discussed the man with his contemporaries. However, his knowledge of American literature and of the use of myth by American authors should make the course worthwhile and revealing. Professor Collins is a renowned critic, however, he is very receptive to students' opinions. This course insofar as it resembles the Faulkner seminar will provide the opportunity for a close reading of Melville and demand a desire to seek out and define the novels' problems. Those who would probably benefit most from the course would be students who are willing to do enough independent study so that they will be able to promote a significant exchange of ideas during the discussions.

## English 195

### Modern Fiction I, TTS

#### Richard Sullivan

CONTENT: Above all, this course is meant to make reading an enjoyable experience. All the books presented were written in the first part of the twentieth century, but the course does not pretend to be a complete study. It does not concern itself with generalizations about the period and has absolutely no regard for national boundaries. Each story is treated as an individual. The human element of storytelling is a primary consideration. Both majors and non-majors make up the class, and the course can be continued in Modern Fiction.

PRESENTATION: The classes are devoted to informal discussion. The teacher usually offers a bit of background information on each book and feels free to add his personal observations. The quality of the discussion is very much dependent on the students. A certain amount of disorganization seems to waste time now and then, but no one is greatly bothered by it.

READINGS: Ten books are to be read. Two of the titles are intended to be "jarring surprises" and cannot be divulged; as for the rest: *Fathers and Sons*, by Turgenev. *Pan*, by Hamsun. *The Mark of the Beast* (short stories), by Kipling. *Lord Jim*, by Conrad. *O Pioneers!* by Cather. *Tender Is the Night*, by Fitzgerald. *War with the Newts*, by Capek. *Darkness at Noon*, by Koestler. Some of the readings are, by design, inferior to the others; value judgements and supporting evidence will figure largely in classroom discussions. Total cost should be around ten dollars.

ORGANIZATION: This will depend on the size of the class. Several short (one-page) or a couple of longer papers, involving no outside research, can be expected. An essay-type final can be given if the class is small enough, and a handful of short quizzes, varying in form, are more than likely.

COMMENTS: The grading in this course is fairly liberal. The final grade probably depends more on the written work than

on the class discussion, more on the day-to-day work than on the final. The teacher's general impression of each student's work is probably more important than any statistical system. This is not to say, "If he knows your name, you're in," or any such partiality is in evidence, for Mr. Sullivan strikes up a pretty good acquaintance with *everyone*. Mr. Sullivan is a terribly nice man but those English majors looking for a serious scholarly study of modern fiction had best look elsewhere.

## English 199 Contemporary Poetry, 3MWF John Matthias

**CONTENT:** The focus of the course is on contemporary poets, especially Gunn, Hughes, Silken, Lowell, Plath, Berryman, Olsen, Duncan, Snyder, Middleton, Tomlinson, and Hill. There is no official prerequisite but unless the student has a fair knowledge of prosody and more than a passing acquaintance with Eliot, Pound, Williams, Yeats, Auden and Thomas, it is advised that he first take 99 or 99b. According to Matthias, "the procedures and pedagogy will depend upon the number of students enrolled."

**PRESENTATION:** Professor Matthias has shown an imaginative and exciting approach to poetry in the two courses he taught this year. The quality of his lectures is hard to evaluate since few people on this campus know as much as he does about contemporary poetry. Discussions are essential and usually as productive as the quality and amount of student preparation.

Written criticisms by the students may be required for daily class on the poems to be discussed for that day.

**READINGS:** Texts: Hall, Pack, Simpson, eds., *New Poets of England and America*; Donald M. Allen, ed., *The New American Poetry*; *The Penguin Modern Poets*, Vols. 4, 6, 7, 8, and 10; Paul Carroll, ed., *The Young American Poets*; Eugene Wildman, ed., *The Chicago Review Anthology of Concretism*; Michael Anania, ed., *New Poetry Anthology I*. Also, a subscription: *Poetry* magazine (Chicago).

**Recommended:** Lowell, *Life Studies*; Roethke, *Words for the Wind*; Plath, *Ariel*; Hughes, *Wodwo*; Berryman, *77 Dream Songs*; *American Scenes*; Hill, *For the Unfallen*; Snyder, *A Range of Poems*; Olson, *The Distances*; Zukofsky, *A and All*; Bunting, *Briggflats*; Whigham, *Catullus* (translations), Middleton, *Torse 3*; Tomlinson, *Seeing Is Believing*.

**COMMENTS:** Probably the most relevant comments that can be made about this course are the qualifications of Mr. Matthias. Among these are the following: 1) at the present time he is editing an anthology of poems for which he is doing research this summer in England. 2) He will have two volumes of his own poetry published this June in both England and the U.S. 3) He will have an experimental prose piece published in May in a book entitled *Experimental Prose*. 4) He will have a cycle of poems published in *New Poetry Anthology II*. Volume I of this anthology is already in print and contains a sequence of poems by Peter Michelson.

If you are interested in the poets who are writing right now, then this course is ideal. Besides Mr. Matthias may be leaving very soon. You see he doesn't have his Ph.D.

# General Program

## General Program 21EX Fine Arts I, 10TT Brother Edmund Hunt, C.S.C.

**CONTENT:** A two-credit course in the history and appreciation of Western art, to be followed in the second semester (tentatively) by a two-credit course in Western music. The course will emphasize the period from 1400 to the present, and is a required course for G.P. sophomores and may well be open to them only.

**PRESENTATION:** While lectures will of course be given, the emphasis will be on viewing and discussion of slides.

**READINGS:** Somewhat of an economic advantage is to be had in the textbook. *A History of Art and Music* by H. W. Janson (Art) and Joseph Kerman (Music) will be used for both semesters (cost is \$7.95 paperbound). The text presents the views of each author in a simplified and concise manner.

**ORGANIZATION:** A series of exams and a term paper will constitute the written work in the course.

**COMMENTS:** Brother Hunt is currently in his second semester at Notre Dame. He has been teaching similar courses for 15 years, and also gives courses in the Art Department. One assumes him to be an expert in his field.

No appreciable difference could be seen between this course and the History of Art course in the Art Department, beyond the obvious; namely, that it will steer a middle road between the artsy travelogues of Mr. Leader and the excellent, creative course given by Mr. Mooney. The course, it must be said, does not give promise of being overly stimulating.

## General Program 25EX Philosophy of Man, 1MWF Robert Turley

**CONTENTS:** The G.P. course booklet calls the course "a study . . . of human existence, cognition, and the soul," and the instructor treats the first two of these three areas excellently. No prerequisites; composed chiefly of G.P. sophomores.

**PRESENTATION:** Bi- or tri-weekly lectures which encourage, and of their nature demand, class discussion to a great extent.

**READINGS:** Texts for Fall '68 were Plato's *Meno*, Descartes' *Meditations*, Berkeley's *Three Dialogues*; Kierkegaard's *The Sickness Unto Death*, Dostoevsky's *Notes from Underground*; Marcuse's *One-Dimensional Man* and Norman O. Brown's *Love's Body*. Readings should be substantially the same in '69 with the possible substitution of Brown's *Life against Death* for *Love's Body*.

**ORGANIZATION:** A twenty-minute quiz should be expected on each of the texts before the reading is considered in class. There will also be a series of 3-to-5 page papers and a fairly substantial final.

**COMMENTS:** To comment upon Mr. Turley's excellence as indicative of a "unique educational experience" would be nothing short of ludicrous.

## General Program 27, 37, 47

### Great Books Seminars

Frederick Crosson, Sister Suzanne Kelly,

Robert Vacca, Brother Edmund Hunt,

Willis Nutting, Robert Turley

**CONTENT:** Each of the three semesters is designed to give the student an opportunity to read and discuss the classics of the Western world. The emphasis in the courses is on a discussion of the ideas presented in the works themselves, and topics closely related to them. The result is hopefully a re-evaluation of the student's established convictions and a more well-considered foundation for his subsequent thought. There are no prerequisites for these courses, and although the majority of the members are GP students of the respective year, non-GP students are usually welcome.

**PRESENTATION:** The courses are taught in the traditional manner of Great Books discussions. The teacher plays the role of the gadfly—offering ideas for discussion and eliciting the students' responses. Depending on the teacher, the main body of dialogue is either between the student and the teacher or among the students themselves. Especially in the earlier seminars, the students tend to use the seminar as a sounding board for their own ideas. This tendency is generally curbed by the teachers, and an effort is made to keep the discussion fairly close to the ideas presented in the books being considered.

**READINGS:** Each of the three semesters presents approximately 15 classics of the Western world. The yearlong seminars all begin with the Greeks and proceed to the moderns (prior to 1930), so that the three classes are all reading works of approximately the same period at any given time. The books read embody both the cultural and intellectual heritage of our lives. As such, a contact with them, and especially with the ideas they present, is almost an imperative for anyone who desires to fully understand himself and his historical situation.

**ORGANIZATION:** In the majority of sections of the GP seminar, there are only two exams: an oral midterm and final. Some professors assign a term paper permitting the student to pursue a book or idea presented in the course. The final grade, which averages around a "B," is a composite of class participation and the oral final.

#### COMMENTS:

##### *Sophomore seminar*

DR. FREDERICK CROSSON, now Dean of the College of Arts and Letters, last presided over a GP seminar in spring 1967. One hopes that his new position has not dimmed his brilliance as a teacher. His greatest quality has been the abundant interest he is able to instill in his students for the "Great Books" and the way in which he relates the books to our contemporary way of thinking and reacting. This section is especially good for sophomores just entering the General Program.

SISTER SUZANNE KELLY'S is perhaps the freest of all the seminars. The class usually begins with her asking a question phrased, "What did you think of . . .?" This naturally results in a discussion which leads away from the book rather than toward a greater understanding of the work itself. The discussions, however, are lively and provide an ample opportunity for the student to express himself.

MR. ROBERT VACCA will be new to the Notre Dame faculty. He is currently a Ph.D. candidate in the Committee on Social Thought at the University of Chicago. He will also be giving courses in the Classics Department in Elementary Greek and Plato's Early Philosophy.

##### *Junior seminar*

BROTHER EDMUND HUNT, new to the GP faculty this year, has initiated the practice of having the students themselves prepare and lead the classes, which, to a certain degree, has had the desired effect of stimulating discussion. Discussion rarely lags, and although it is often lively, there is a tendency to be more concerned with the number of topics covered and ideas listed, than a deeper probing and questioning of the essential ideas.

DR. WILLIS NUTTING provides a sanctuary for those students who have not hardened themselves to the academic rigor often

prevalent in the seminar setting. Dr. Nutting draws on a lifetime of experience in areas ranging from biology to theology, and brings to bear his own stimulating ideas on the university community and the purpose and significance of a liberal education. No student should attempt to blunder his way through the university without sitting under Dr. Nutting's tutelage for at least one semester. Dr. Nutting will also teach a senior seminar in the fall semester.

##### *Senior seminar*

DR. WILLIS NUTTING. See above.

DR. ROBERT TURLEY complements Dr. Nutting in an almost ideal way. His seminar is an engaging "academic experience" in that it deals seriously with some of the heavier issues to be found in the books. The ideas aired in the discussions cross over into other areas such as art and music, and are met with ideas from literary and psychoanalytic criticism to a great extent.

## General Program 29EX

### Fine Arts III, 2W4

Doug Kinsey

**CONTENT:** The third semester of the revised GP Fine Arts program, this course centers around the practical aspects of studio art and emphasizes a sensual appreciation and creative approach to art, rather than an academic and historical approach. There are no prerequisites; the course will most likely be limited to GP juniors

**PRESENTATION:** The class will meet once weekly in one of the art studios in O'Shag, or outside, or downtown, or in Chicago, or nearly anywhere else, but it will *never* meet in a classroom. The course is listed for 40 students, much too large a group for this setting, and so the class will be split up into two sections.

**READINGS:** There may be some supplementary readings to orient the students to a particular problem or allow them to see how a certain problem in (for example) design or graphics has been handled historically, but there will be no text of any kind.

**COMMENTS:** Why doesn't somebody invent a course for those dolts in GP who live on an abstract plane and never learn to use their hands or make things or think and work creatively? Stop . . . somebody has! The folks at Dulac, Inc. have finally solved the age-old problem of how to bring the philosopher-king down to earth . . .

A course like this is a necessity in the GP. It will provide a chance for GP students to break away from the abstract intellectualism of the majority of GP courses. Mr. Kinsey will be sharing the load with a number of the better people in the Art Department, and the course promises to be a unique opportunity to obtain a good overview of the forms of art.

## General Program 30

### Poetry, 9,10MWF

Stephen Rogers

**CONTENT:** This course will be a survey of poetry. Dr. Rogers plans to revise the course somewhat, but in the past he has emphasized such poets as Donne, Browning, Keats, and Milton. This course is the first in a series for GP students. It is followed by drama and novel.

**PRESENTATION:** Dr. Rogers puts a lot of preparation into his classes and his lectures are always tightly knit and to the point. Discussion is always encouraged.

**READINGS:** As this review goes to press, the readings have not been decided upon.

**ORGANIZATION:** Midterm and final exams. A couple of papers and some original poetry will be required.

**COMMENTS:** All of the students interviewed who liked Dr. Rogers liked him for the same reasons. His ability to help the student



## EDWARD CRONIN

He was a student of Willis Nutting a generation ago, and insists that he has been learning from the man ever since. He began teaching at Notre Dame in 1949, became a founding member of the General Program in 1950, and started reading Joyce a dozen years ago. Scheduled for a leave of absence in the fall, he hopes to visit "the Holy Land"—he means, of course, Ireland—to return to the place he "never was from." He assures you that no one can know him who doesn't appreciate his love for his dog Sam. Edward Cronin, Associate Professor of the General Program, is a doctor of philosophy and does not tire of reminding people what those words *mean*.

He was raised on Chicago's South Side, and attended Our Lady of Peace parochial school and Mount Carmel High School. It was no accident, he feels, that he came to Notre Dame. His years at Chicago and Minnesota were but a preparation for the career he had planned since childhood as a professor here. Naturally, then, he has much to say of how this community has changed in 20 years. He laments the great diminution in respect for both tradition and authority he feels is prevalent today, and wonders at the loss of attendance of daily Mass on campus.

He recoils at anything that takes away from the emphasis due teaching in the universities. He feels that military research is not at home in the university, that ROTC should never be granted

academic credit in a university community, and that the emphasis on research in all fields—including the liberal arts—is at odds with the purposes and principles of a university today. He talks about the "conditions" of teaching—teachers today must, he feels, have small classes and be able to work with fewer students at a time; they must be given better salaries and must above all be granted a more respected position in the society as a whole. Yet they must always be available to their students.

He speaks of graduate schools and the direction they are taking, and of the products they are currently manufacturing. The schools, he feels, are not teacher "oriented"—if such a term may be used at all—but are directed to the production of scholars.

His students think him a conservative; his colleagues a liberal—this, at any rate, is his opinion. He was Democratic county chairman in John Kennedy's campaign and remains a stalwart Irish Catholic Democrat. He teaches a non-credit seminar in *Finnegan's Wake* because he wants to know the book better and to instill in his students a love for Joyce. He is fundamentally a good man and an excellent teacher who is very much aware of what is happening in the world around him, a man who desperately strives to make each of his students equally aware of his own world.

acquire a sensitivity and awareness to the language of poetry was mentioned in every case. Also brought up was his faculty for helping the student develop a critical vocabulary and for approaching the poetry in general. The tools acquired in this course could probably be applied to any poetry the student comes into contact with. Dr. Rogers is also very eager to help each individual with his work and he spends a great deal of time in going over the students' papers and giving them helpful advice.

### General Program 33 History of Science II, 11MWF Sister Suzanne Kelly

**CONTENT:** The History of Science II is the second of a three-course General Program sequence in the History of Science. This course deals with the History of Science beginning around 1000 A.D. through the major developments in science in the 16th and 17th centuries until around 1700. A question which focuses on the major theme of the course is: "Was there a fundamental change in science between the Middle Ages and the period around 1700?" or, more explicitly, "Was there a Scientific Revolution in the 16th-17th centuries which entailed a radical alteration in man's view of the world and of himself?"

The course is composed primarily of GP juniors but students in other disciplines are welcome. Although it is not necessary to have taken the first semester of the History of Science, it would be well for the student to familiarize himself with the Greek view of science, especially the work of Aristotle and Ptolemy.

**PRESENTATION:** The lectures are presented in an easily transcribable style, and form the main material for the tests. The material presented in the lectures is not, generally, of a discursive nature, and the lectures consequently often tend toward a certain dryness. Questions are invited, although the large area covered often precludes an answer which extends far from the basic data already presented.

**READINGS:** There are four basic readings in the course. The first is a book of three treatises by Copernicus. It is interesting from the point of view of reading an original and highly significant scientific work, although its technical nature makes it somewhat difficult to fully understand. The second of these readings is a series of four casebooks, presenting a description of original scientific experiments on oxygen, heat, etc. These provide an interesting insight into the scientific process, although most students either did not read them or found them rather boring because of their laborious and technical descriptions. The third reading is Butterfield's *Origins of Modern Science*, an excellent work. The final reading is a book of selections by Basalla, which deals with the larger issues of the course. This, also, is a very interesting work. The readings are well spread out over the length of the course. The approximate cost of these texts is \$12.

The major assignment, aside from tests, consists of four book reports, one each from four areas, required at four-week intervals throughout the semester. Two of these book reports may be oral interviews. Most students found these reports to be an opportunity to expand their knowledge in a certain field of their own choosing, and they were generally well received.

**ORGANIZATION:** These book reports constitute 25% of the grade. The remainder consists of three "hourly exams," one of which is given at the time of the final, accounting for 50%, and a final worth 25% of the grade. The average grade is around a B. It is hoped that when this course is offered in the fall of 1969, the students will themselves perform around six classical experiments, including Huygens' work with collisions, Galileo's work on the inclined plane, and Newton's optical experiments, among others.

**COMMENTS:** This course is definitely a worthwhile experience, and one which most students would take again. It would also be very worthwhile for non-GP majors in that it presents a good overall view of the events which have brought us into the scientific age. The course could be improved by a more effective means of presenting the material, although the fact that it covers such a large area necessitates that it proceed with clarity.

In general, however, the course deals with interesting material, well supplemented by informative books, and taught in an acceptable fashion.

Another section of History of Science II will be offered by Professor Albert Costa, a visiting associate professor from the Department of History at Duquesne University in Pittsburgh. He has 10 years of teaching experience behind him, as well as a substantial background in the Great Books. He will also teach a course in the G.P.'s graduate department which will be cross-listed as an undergraduate course in the History Department.

### General Program 40EX Novel, 1MWF

Stephen Rogers

**CONTENT:** Dr. Rogers presents a roughly chronological survey of some of the high points in the history of the novel. There are no prerequisites for the course, and the class is made up chiefly of G.P. seniors, although a fair number of English majors usually find their way into the course.

**PRESENTATION:** Dr. Rogers is an excellent lecturer and can lead discussions as long as the class is showing some interest in the material at hand. Unfortunately, this is not always the case. Discussion is stimulating when it does occur, but its frequency is less than desirable.

**READINGS:** Novels read this year were *Pride and Prejudice*, *Oliver Twist*, *Swann's Way*, *The Sound and the Fury*, and *Ulysses*. The only novel sure to be repeated is *Ulysses*, but the remainder of the list should be somewhat similar to the above.

**ORGANIZATION:** Two or three papers should be expected, as well as the midterm and final exams. Final grade is based chiefly upon these, though class participation is strongly stressed.

**COMMENTS:** This course manages to open up new areas of thought to the people in the General Program who have been faced with a steady load of rather bleak major courses for the two years preceding. The potential of the course is great, since it is not tied down to any specific culture or period. Dr. Rogers may attempt to shift the emphasis of the course from a strict lecture presentation with some discussion to a seminar arrangement in which discussion would be integral to the classes.

### General Program 44EX Philosophy of Science, 9, 10 MWF Michael Crowe

**CONTENT:** The course follows the philosophy of science from Aristotle to the present day. The last part of the semester (about four weeks) will be devoted to the philosophy of history and probably to another area chosen by members of the class, such as the philosophy of law or the philosophy of religion. This year's class considered the philosophy of art.

**PRESENTATION:** The class fluctuates between lecture and discussion. The lectures explain the readings and follow the development of the philosophy of science. Discussion is always welcomed and is often initiated by Dr. Crowe.

**READINGS:** Blake, Ducasse, and Madden, *Theories of Scientific Method*, Peirce's *Philosophy of Science*, Duhem's *The Aim and Structure of Physical Theory*, Kuhn's *Structure of Scientific Revolutions*, Hempel's *Philosophy of Natural Science*, Dray's *Philosophy of History*, and Meyerhoff's *Philosophy of History in Our Time*.

**ORGANIZATION:** Two tests, a midterm and a final. The tests are primarily essay and are very, very thorough. One major research paper is also required.

**COMMENT:** With science and technology playing an ever-increasing role in our everyday lives, the history and philosophy of science is becoming more and more popular. For the GP majors this course follows the three-semester history of science requirement and it does a lot to clarify and explain the philosophical

issues which have surrounded science since Aristotle's time.

Most students interviewed found the discussions which centered around such issues as the nature of discovery, the role that facts play in science, the nature of scientific revolutions, and the nature of experiment very interesting. The majority also found themselves holding a somewhat different outlook about science than they did at the beginning of the semester.

The philosophy of history was well received but problems were encountered by this year's class in the philosophy of art because of the general lack of background for all concerned. For this reason Dr. Crowe will most likely let the class pursue another topic of their own choice.

## General Program 46EX Life of the Church, 9TT11 John Lyon

**CONTENT:** This course follows the development of Western Christianity from its inception to the present day. Emphasis is placed on 19th and 20th century developments and the relations between Christianity and culture.

**PRESENTATION:** Lectures are given in an informal, seminar-type

setting. Discussion is encouraged and if the students do not initiate it Dr. Lyon usually does so with very thought-provoking questions.

**READINGS:** The readings will include Miregeler's *Mutations of Western Christianity*, Kaufman's *Religion from Tolstoy to Camus*, Niebuhr's *Christ and Culture*, Kierkegaard's *Purity of the Heart Is to Will One Thing*, Peckham's *Beyond the Tragic Vision*, de Lubac's *The Drama of Atheist Humanism*, Nietzsche's *Genealogy of Morals*, and Zahn's *In Solitary Witness*. All of these readings are very good and they offer many varied views on Christianity and its relations to man and society.

**ORGANIZATION:** There will probably be two or three short papers, four to five pages in length. There is an optional mid-term and a final exam.

**COMMENTS:** This course was highly recommended by most of the students interviewed. Its value lies in the fact that it gives the students valuable insights into the development of Christianity and its relation to Western culture. Despite the quantity of reading all of it is very good and germane to the modern-day consciousness. Dr. Lyon has a talent for raising stimulating questions and because of this much of the worth of the course comes from themes developed in class discussions.

# Government

## Government 30 American Government, 9TTS Paul Bartholomew

**CONTENT:** The course examines the structures of government in the United States. Stress is on government at the national level, with comprehensive coverage of the legislative and judicial branches of the Federal Government. However, state and local government is dealt with extensively in the texts.

**PRESENTATION:** American Government is chiefly a lecture course, although Dr. Bartholomew is always open to questioning and in fact encourages inquiry. Course lectures are detailed. The stress is on structure as opposed to how things work in practice. While the major textbook is problem-oriented, Bartholomew is not. He is an expert in how things are put together. His lectures are easy to understand and witty. The amount of lecture time is reduced significantly in the fact that more than 30% of class time is devoted to either taking or discussing the six quizzes given in the course.

**READINGS:** The main text is Bruns' *Government By the People*, a long, detailed, but immensely readable work. The book is problem-oriented, stressing structures far less than does Bartholomew in class. In order to know Supreme Court cases, which constitute 20% of each quiz, the student is more or less obliged to buy a Bartholomew summary of leading Court decisions. Bartholomew requires that students read the right-wing weekly news magazine *U.S. News & World Report*. The magazine's cover stories are included in every quiz, and students are required to have them down pat both in content and tone.

**ORGANIZATION:** In past semesters Dr. Bartholomew has given biweekly quizzes totaling six for the term. These are detailed. One must know up to twelve Supreme Court cases by heart and be able to reflect on the biases of *U.S. News & World Report* with accuracy and eloquence. More than 150 pages of the text are covered in each quiz, and one must be aware of petty details as well as general thrusts. Bartholomew assigns four short papers in the course of the semester. These are mainly to acquaint the student with local government and sources of information about politics in America. To some the papers con-

stitute a valuable exercise of research and analysis. Others feel them to be but a venture into triviality. Easy grading allows the student to make of them what he wishes. There is also a final exam, which constitutes 25% of the grade. It has in the past consisted of ten short answer questions with everything but *U.S. News* being fair game.

**COMMENTS:** This course, a Government Department requirement, is viewed with apprehension by many having to take it. The student is required to do extensive work, much of it in the vein of learning facts one will forget the moment the quiz is over. In addition to the work, however, there is the thrust of the course. Unless one reads and rereads Burns he emerges from American Government with an inadequate knowledge of the actual trends in government in the United States. Bartholomew is definitely old-school in both his teaching methods and emphases. His knowledge of the structures of American government is excellent, but one learns little of the stresses and changes in direction presently taking place.

## Government 31 International Relations, 9TTS George Williams

**CONTENT:** International Relations is a basic government course which examines the causes of foreign policy and traces the course of international relations in the post-war world. The course is a departmental requirement. Hence its sections are quite large and composed largely of sophomores. Under such circumstances International Relations has to be mainly a lecture course.

**PRESENTATION:** Williams is not the best man in the world to entertain a mob. His best work is done in small seminar sessions where he is in close contact with the individual student. Those who best respond to his teaching methods are serious scholars who are extremely well versed in the matters under discussion. Hence IR under Williams is not an enormously successful course. A few students, those who come in contact with the professor, will benefit greatly from it. The majority of people taking the course will probably emerge with nearly empty notebooks and a quite critical attitude of the professor. Williams is



not a lecturer noted for continuity. He digresses frequently. The 120 pens which are poised to take notes generally lie idle for much of the class time. Many minds will wander, and unless the student is greatly interested in the subject matter he will not get a great deal from the course.

**READINGS:** Williams believes in extensive examination of topics outside the classroom, as is illustrated by the comprehensiveness of this semester's readings. The professor has not decided on readings for the fall, but students contemplating IR should be reminded that if they do not read in Williams' course they will learn very little.

**ORGANIZATION:** Again nothing definite yet. The student may expect two tests and either a research paper or book reports. The examinations are of an essay variety and endeavor to bring out comprehensive knowledge of and ability to deal with subject matter, rather than overnight memorization.

**COMMENTS:** Expect a crowd of fairly bored people at every lecture. If you do not wish to work, or if you expect the professor to hand you the material of the course on a silver platter, stay away. However, if you stand willing to do the readings and are eager to discuss fascinating topics with a fascinating man, enroll in the course. IR under Williams is not a course pleasing to many students, but if the student puts out a maximum of effort he will be rewarded.

## Government 32 Political Theory, 9MWF Gerhart Niemeyer

**CONTENT:** Political Theory consists of two lectures and a discussion period per week. The lectures, centering on political thought from Plato all the way down to Marx, are given by Dr. Niemeyer. The discussion groups are conducted by a graduate student. The course is a Government Department requirement. Hence one sees mainly sophomores in the course, although a number of juniors and seniors may be found as well. There are no prerequisites.

**PRESENTATION:** The first half of the semester consists mainly of highly analytical and cogent lectures on the political thought of Plato and Aristotle. Here Niemeyer is at his most compelling. The second part of the semester sees the professor first discuss Augustine and Thomas Aquinas and then move to more modern thinkers. The final weeks of the semester find Niemeyer denouncing Thomas Hobbes, John Stuart Mill, Niccolo Machiavelli, John Locke, Jean Jacques Rousseau, and last but not least Karl Marx. Edmund Burke and Thomas Jefferson are the only philosophers since the year 1600 to emerge unscathed. Niemeyer usually lectures on a thinker after the class has examined and discussed his work. This adds to the value of the Aristotle and Augustine lectures, although in the case of Hobbes the instructor's bias makes impossible the high level analysis seen earlier in the semester. The discussions vary in value, depending on the composition of the groups and whether or not people have done the readings.

**READINGS:** Required are Aristotle's *Politics* and *Ethics*, Augustine's *City of God*, and Hobbes' *Leviathan*. Due to the half-page weekly papers of the course, the student is given a minimum amount of time to do the readings. However, he has ample opportunity to go over the material for a second look after Niemeyer has discussed it in class. Also, since Niemeyer extensively lectures on Plato the student would be advised to have some knowledge of the *Republic*. For those taking Niemeyer in the fall Plato's work might be valuable summer reading.

**ORGANIZATION:** There are two essay examinations, a midterm and a final. Both involve an extensive knowledge of both the readings and lecture material. The student would do well to pay close attention to Aristotle's *Politics* in preparing for both exams. It might be pointed out that the student is tested not only on his knowledge of subject matter but in the value he attaches to political theory in general. In addition to the tests two short papers are assigned. These papers may on the surface

seem inconsequential, but in reality they reveal one's ability to handle specific topics. Also they comprise a considerable portion of one's grade. The weekly half-page papers have already been mentioned. The importance of these assignments lies in the impression they leave on the graduate assistant, who reads and grades all work done in the course. They also help one prepare for the discussion sessions.

**COMMENTS:** In evaluating Niemeyer's course one must reveal his own predilections concerning the study of political science. To the liberal student of a behavioral orientation Niemeyer may seem archaic and totally irrelevant. The more theoretically inclined will find the course to be of great value. Most certainly all can agree on the quality of the professor's discussions of Plato and Aristotle. However, even the most loyal YAF member may raise an eyebrow when Niemeyer asserts in his last lecture that the service academies are the only institutions in America which are building character. As to the course itself, few can dispute the fact that Niemeyer's lectures are well organized and well delivered. However, the rigid manner of the professor especially when confronted with criticism of his viewpoints as well as such practices as enforcement of a three-cut rule come in for much criticism. Without a doubt Political Theory provides one with a close-up look at one of America's most profound conservative theorists, but that look may for many serve to reveal the flaws of both the particular theorist and his orientation.

## Government 103 Latin American Seminar, 4TT6 Michael Francis

**CONTENT:** Americans frequently suffer from a very narrow understanding and appreciation of nations beyond their own borders. This course affords the student an opportunity to examine the political, economic, and social conditions existent in the countries south of the border. A graduating senior in economics remarked: ". . . One of the few courses I have enjoyed since coming to Notre Dame."

The treatment of Latin American countries moves from an examination of common characteristics, such as revolution, to specific treatment of subjects such as the Christian Democratic Party and charismatic leaders. Special emphasis is placed upon five or six major countries in the region and examines their particular problems and historic background in needed detail. Concentration is placed on the domestic scene, perhaps sacrificing to some extent their position vis-à-vis the rest of the world.

**PRESENTATION:** Professor Francis' classes are characterized by an atmosphere of informality and humorous treatment of some areas which might otherwise be quite dull. His personal experiences lend a great deal to a more immediate understanding of Latin America and he welcomes student participation. His lectures are usually well-structured, and yet permit digressions from the subject upon occasion.

**READING:** No central text will be utilized in the course this semester, but there will be several required paperbacks to supplement the class lectures. The titles are clearly indicative of the key subjects treated: *Reform And Revolution* (Von Lazar & Kaufman), *Latin American Politics And Government* (Alexander), *Political Development In Latin America* (Needler), *Obstacles To Change In Latin America* (Veliz), *Elites In Latin America* (Lipset & Solari).

**EXAMS:** There are three or four mandatory book reports in addition to three or four exams which are given during the course of the semester. A questionnaire submitted to his class in the fall of 1968 revealed that almost all students found his grading standards "about right," his lectures "informative and enjoyable," and his course "very valuable."

**COMMENTS:** This course is highly recommended to students, regardless of the college in which they are enrolled. It will encourage those who may still believe that an education at Notre Dame can be worthwhile and fun at the same time.

## Government 121 Democracy and Its Critics, 3TT5 Edward Goerner

**CONTENT:** Offered regularly only in the fall of each year, *Democracy and Its Critics*, as its title suggests, is a study of selected political theorists who, through their own attempts to speculate on the problem of political order, pose serious questions about the efficacy of democratic government. The major emphasis of the course is to formulate the reasons why such behavioral approaches as Hobbes and Rousseau fail to account for a meaningful part of political activity. No prerequisites are set by Mr. Goerner, and it is often found that the original response given by students outside of the government discipline are most important for understanding the implications of what these theorists are saying. The course is usually composed of seniors, though juniors are at no disadvantage in taking the course.

**PRESENTATION:** Usually Mr. Goerner runs this course on a lecture basis, though if the size of the enrollment allows it, he integrates class discussion as much as possible. By following the readings closely, and by posing "the interesting questions" with which to respond to the readings, Mr. Goerner is able to guide the students in discovering the more subtle implications involved in political theory. The student is led to ask in what cases, and for what reasons certain schemes for governing must be rejected. There is always a high degree of interest shown by the students in Mr. Goerner's class, since his lectures are consistently poised at the brink of courageous action or unfeeling submission to the political rule.

**READINGS:** In the past, Mr. Goerner has assigned *Leviathan*, *Social Contract*, *Second Treatise of Civil Government*, and *Thomas Jefferson on Democracy*. There is a possibility, however, that he may choose to discuss Descartes and Kant in next year's course. All of the readings lend themselves to the analysis of problems in democratic theory, and are of such high quality that the students might well choose to take the course for the opportunity of reading them. Sufficient time is given for the students not only to read the text for discussion daily, but also to refer to additional material which might be pertinent to the course.

**ORGANIZATION:** Last semester, one paper was required, concerning some topic chosen by the student as relevant to the readings and class discussions. Also, a final examination, testing the comprehension of each author's works, was given. The exam and the paper are flexible enough to allow any valid interpretation supported by textual evidence which the student may find pertinent. Each exam and test are weighted equally, with the average grade given a B.

**COMMENTS:** Mr. Goerner's facility to excite the student's sensibility in response to the texts is no doubt one of the most important aspects of the course. The awareness of the students that they are *involved* in a unique intellectual experience, makes the responsibility of actively searching for the truth a burden willingly shared. Mr. Goerner will not "spoon feed" his students, though his willingness to aid the student in problems, both in and outside of class, justifiably garners him the respect of his colleagues and the acclaim of his pupils. He is a man who teaches a person how to live in a world which is hostile and, sometimes, unreasonable. But the true spirit of such a life is one of Christian Love and Courage, not of manipulating oneself according to a system of determinants, merely coping with reality. To teach a student such things is the highest type of education possible. Mr. Goerner is highly recommended for such a task.

## Government 125 Studies in Political Theory I, 9MWF Alfons Beitzinger

**CONTENT:** An intensive study is made of Aristotelian thought, with relevant discussion of the logic and structure upon which political theory is founded. The groundwork which is laid in this course prepares the students for Studies in Political Theory

II, which traces the development of the concept of Natural Law from the ancients to the moderns. While the two courses supplement each other very well, students find that either may be taken alone with no disadvantage.

**PRESENTATION:** Since the class size is limited, Mr. Beitzinger is able to allow frequent questions, which the students feel lead to some of the most interesting discussions of the semester. With an entire semester devoted to the study of Aristotle, there is naturally a very close analysis made, and the lectures follow a consistent and easily understandable pattern.

**READINGS:** Aristotle's *Ethics* and *Politics* are the base readings of the course, though mention is sometimes made to other works of Aristotle to which the student is encouraged to refer. The nature of the course presumes a willingness of the student to re-read these works as the material offers new insights into previously discussed topics. Perhaps one of the most important things to be grasped by the student during the term is the role of methodology and logical structure in the writings of Aristotle.

**ORGANIZATION:** Besides a final examination, two or three smaller exams are given. The material is drawn from class discussions, though a certain facility with the texts is naturally assumed. The test questions are generally quite broad, allowing each student to come to grips with the problems at hand on whatever grounds he chooses. The final grade, usually a B, is based upon all tests taken during the semester.

**COMMENTS:** For a student interested in either a follow-up to Dr. Niemeyer's or Dr. Nicgorski's course, or in analysis of Aristotelian thought with an emphasis on political theory, this course would be a wise choice. The ability of Mr. Beitzinger to relate the material in terms of concrete modern situations insures that student interest does not lag. And the close discussions and limited enrollment of the course allow the formation of strong, meaningful student-teacher relations. The reviewer would recommend the course especially to Government and Philosophy majors.

## Government 127 Political Thought of Plato, 10MWF Alfons Beitzinger

**CONTENT:** The course, limited in its scope, examines the political thought of Plato. There are no prerequisites, although the student is strongly advised to have a working knowledge of *The Republic*. Classes are quite small in size (under 10) and are composed almost entirely of junior and senior Government majors.

**PRESENTATION:** Class periods are mainly devoted to discussion with Dr. Beitzinger effectively leading the class. The professor frequently expresses his opinions and also comments on the relevance of Plato to the modern world. The length of discussion demands that the student have done the readings, although no pressure is applied by Dr. Beitzinger in that direction.

**READINGS:** As might be expected one is required to read extensively of the work of Plato. These include *The Republic*, *The Laws*, *The Statesman*, and four or five dialogues.

**ORGANIZATION:** Beitzinger gives two tests and a final. No papers are required. The tests are essay and broad in scope. The student is required to answer two questions. The final is usually oral, lasting about 30 minutes and being highly subjective in nature. Beitzinger is inclined to ask not only what Plato has to say but also the student's opinion of some particular contention. Grading is fairly lenient.

**COMMENTS:** The only criticism made of the course is its limited subject matter. Aside from that, however, aspects of it come in for considerable praise. Beitzinger is an excellent professor, highly effective in his leadership of discussions. Especially appreciated is his ability to communicate the relevance of Plato. Beitzinger's course can be strongly recommended particularly to those who are already somewhat versed in Plato.

## Government 131 American Political Parties, 1MWF Donald Kommers

**CONTENT:** This upper division Government course discusses the growth, structure and influence of political parties in America. Dr. Kommers' main emphasis centers around why the United States has a two-party system and the influence of that system on the country. There are no prerequisites for the course, although it is mainly taken by juniors and seniors. The student should have an active interest in and some knowledge of politics in America in order to benefit fully from what Dr. Kommers has to offer.

**PRESENTATION:** There is a good deal of reading to be done in the course, and Kommers in his lectures tends to supplement what one learns from the texts. The professor is an excellent lecturer from the point of view of keeping the class interested in what is going on. However, his lectures lose much of their meaning if one has not done his reading. Kommers is not a walking textbook. Discussion is encouraged in the class. Theoretically Kommers reserves 20 minutes of each class for questions, although more often than not he gets involved in a topic and lectures for nearly the entire class period. Discussions tend to be freewheeling, and often much of the class is caught up in debate on a particular topic.

**READINGS:** Kommers uses a basic text and assigns at least two other books concerning specific topics discussed in the course. An extensive reading list is also presented to the class in the hope that students will engage in outside reading. The readings, which are listed below, are essential if one wishes to benefit from the course. The text is rather slow going, but the topic-oriented readings are interesting and informative.

**TEXT:** Key, *Politics, Parties and Pressure Groups*.

**READINGS:** Burns, *The Deadlock of Democracy*; Schattschneider, *The Semi-Sovereign People*.

**ORGANIZATION:** There are two examinations, a midterm and a final. These are of an essay nature, and are designed to test what a student has learned as opposed to what he may have memorized. The student is often called upon to discuss the readings. Kommers also requires an extensive term paper. Much time is given to prepare this, and quality is expected in return. Much leeway is given as to subject matter. The two exams and the paper are the basis of the final grade.

**COMMENTS:** The course is strongly recommended to the student who is interested in the subject matter and willing to work a bit. Kommers is an excellent teacher, and is more than ready to work with students on individual projects. Student opinions are listened to and valued in the classroom, making Kommers' course the home of much discussion and exchange of viewpoints. Budding political theorists may well be disappointed at the behaviorist orientation of the lecturer and discussions and somewhat shocked by Kommers' analysis of the U.S. Constitution. However, those students who are concerned and interested in the hows and whys of things as they really are, will find American Political Parties to be a course of great value.

## Government 141 Modern Political Ideologies, 2MWF Gerhart Niemeyer

**CONTENT:** As the first course in a two-semester unit, the basic problems of describing ideological movements and analyzing their resultant disordering effects, are confronted. In the second course, *Reconstruction of Political Theory*, an attempt is made to analyze various methods of ordering man's life politically through theory. The main emphasis of the first semester is upon description and assimilation, while the second semester is more theoretical and speculative. The nature of the course assumes some previous background in political philosophy, and most students tend to be Government majors at the junior and senior level.

**PRESENTATION:** Though lectures are rare, they are pertinent and well-ordered when presented. Most of the term is spent in class discussion of the required readings, thus shifting a heavy load on student interest. While it is the opinion of many that Dr. Niemeyer's leadership of these discussions is both effective and nonobtrusive, others feel that in tying himself too closely to the texts, he avoids many important and enlightening points. The test material, however, reflects class discussion, as well as including specific factual material from the readings.

**READINGS:** Since so much emphasis is placed upon understanding textual material, both in method and in substance, one would hope that the readings would at least be accessible, instead of obscure, and seemingly unrelated. Runciman's *The Medieval Manichee*, for example, contains so many bare facts and dates, that students seem unwilling to read it through for the minimal theory it contains. Likewise, Manuel's *The New World of Henri St. Simon*, is twice as long as necessary to acquaint the student with the necessary material. Other books are: Cohn's *Pursuit of the Millenium*, Mill's *Auguste Comte and Positivism*, Camus's *The Rebel*, and Dr. Niemeyer's *The Communist Ideology*. More than adequate time is given to read the material, allowing the student greater time for synthesis.

**ORGANIZATION:** Besides a midterm and a final exam, each student is required to write a report on one book of some related topic. The final grade is based upon these three determinants, and in the past has averaged out to be a B+.

**COMMENTS:** While being one of the most intellectually arduous courses at Notre Dame, *Modern Political Ideologies*, along with its companion course, is a "must for all students interested in a theoretical understanding of political disorder with its concomittant causes and cures." Dr. Niemeyer's habit of unsettling, often harshly, the ill-founded conceptions of outspoken students, is soon found to be an asset, rather than a drawback. The discipline of the course is strenuous, but very rewarding. The full impact of the course can only be realized after both semesters, and it is well advised of a student to accept the course on that ground. Be prepared.

## Government 143 Government of Eastern Europe, 4MW6 Theodore Ivanus

**CONTENT:** Ivanus discusses the factors which have formed and influenced the development of East European governmental structures. Attention is focused on the relationships with the Soviet Union and of Communist states such as Poland, Czechoslovakia and Hungary. Also discussed extensively is the manner in which Communists gained power in Eastern Europe. Students wishing to take the course should have taken either Comparative Government or Government of the Soviet Union. Anyone not having some knowledge of Soviet government and its workings will be at a disadvantage in Ivanus' course.

**PRESENTATION:** While there is time for discussion and questioning the course consists chiefly of lectures. Ivanus covers a great deal of material in class. His lectures are by no means a reiteration of what is learned in course texts. A different approach or attitude is presented. Hence the student, in order to benefit fully from the course, must complete the readings when they are assigned. As to style and content Ivanus is relevant and interesting. A sense of concern and interest in subject matter is conveyed by his lectures.

**READINGS:** Ivanus does not restrict himself solely to books, as he requires the class to read documents as well. The books assigned (usually three or four) are up-to-date and well-written. The student is exposed to new points of view, a stimulus to interest in what is being read.

**ORGANIZATION:** There are two examinations — midterm and final. Students will be asked to prepare one or two book reviews. As to papers Ivanus has in the past assigned one or two minor (in terms of length) research papers. Assignments of this nature are not to be taken lightly, however, as the professor

demands quality work. The average final grade in Ivanus' course is a B.

COMMENTS: The course involves a good deal of effort. The mental exercise involved, though, is in no sense busy work. One emerges with a knowledge not only of topics and facts but also of the complex workings of governments. Ivanus is superb in his understanding of the subject matter, and is able to convey that understanding in the classroom. His ability to inspire understanding of the viewpoints of the men and governments with which he is dealing, broadens the perspective of those taking the course. Again, a great deal of material is discussed and the workload is not an easy one. However, the interested and informed student should find Ivanus' course to be one of the most valuable offered at Notre Dame.

## Government 155 American Constitutional Law, 11TTS Paul Bartholomew

CONTENT: This course should be taken only by students in a prelaw program. The work load is extremely heavy and so it should be taken in a semester when the student has a light load (12 hrs. or less). For students interested in government the course is useless except as a means of acquainting oneself with a large number of Supreme Court cases (and this can probably be done in some other way, less painful and less harmful to the academic average).

The course is basically a reading one. The text is *American Constitutional Law* by Rocco Tresolini, about 700 pages of Supreme Court cases. The teacher begins at the first page and proceeds to the end, never emphasizing anything not emphasized by the author and seldom bothering to criticize the wisdom or

reasonableness of the Court's decisions. In addition to the text students are responsible for over 100 "outside" cases, for which they must consult the various Supreme Court reports. In all, there is well over five thousand pages of intensive reading required. The idea behind this is to discover what rule the Court is currently applying in cases of different sorts.

ORGANIZATION: There are two term tests and a final exam. All are extremely difficult and concentrate on details. These tests and so-called "class participation" factor are the basis of the final grade. The teacher is notorious for his stinginess with high grades.

COMMENT: Again, only prelaw students with a light course load should attempt this course. Because of the attitude of unquestioning acceptance of the decisions the course is useless to students of Political Science. The course cannot really be said to belong in a Department of Government in a liberal arts curriculum. Rather it should be in a law school.

## Government 162 Government of the Soviet Union, 10MWF George Brinkley

CONTENT: The course surveys the history and content of Soviet Foreign Policy, with a marked emphasis on the period immediately following the Bolshevik rise to power and extending to World War II. Brinkley stresses traditional Russian paranoia rather than Soviet ideology. Students should have taken an International Relations survey course before enrolling in this, Brinkley's best.

PRESENTATION: Brinkley has just returned from a year at the

## GEORGE WILLIAMS

Few professors make an impact in their first year at Notre Dame. For the faculty member arriving at du Lac from a secular campus, there is the not inconsequential matter of getting oriented to both this University itself and its particular departments. In the Notre Dame Government Department, for instance, the new man finds stress still being placed on political philosophy in contrast to the increasing behaviorist orientation of departments at other universities.

George Williams came to Notre Dame this year from Yale. At the beginning of his first semester here Williams was viewed simply as George Brinkley's temporary replacement. In two semesters, though, Williams has come into his own not only in terms of his reputation as an expert on Soviet foreign policy but also as a man who does the utmost to establish a close rapport with his students.

Williams' Soviet government students were startled toward the middle of October when the professor had the chairs rearranged in seminar fashion in order to achieve more informality and dialogue in the class. The technique has been augmented this semester, with Williams holding class in the Faculty Club at least once every two weeks.

The Williams approach is not simply method, however. The new professor has refused to "entertain" his classes with cut-and-dried lectures. In-

stead, extensive outside reading is encouraged and topics are introduced for study on the part of individual students. Rarely does a Williams class go by without at least three books or manuscripts being passed out for class inspection.

Outside the classroom Williams has made himself available for hour-long discussion sessions with interested students. Again, as in the classroom, he has shied away from assuming the traditional role as one parceling out irrefutable knowledge to awed children. Williams is fascinated not only in student analysis of readings on Soviet foreign policy, but has also taken a great deal of interest in the affairs of the University. He has not contented himself with simply learning and remaining silent as to the affairs of campus and department. Williams has formulated opinions on a vast range of subjects and is rarely hesitant to speak his mind on anything from Hubert Humphrey to Theodore M. Hesburgh.

With luck Williams will be around here for quite a while. His specialty is the international relations sphere of political science, an area which needs bolstering here—especially with the departure of Dr. James Bogle. Williams has a vast store of knowledge in his field and has demonstrated an enormous dedication to teaching in his encouragement of contact with students. He is new to this campus, but is already known and held in considerable esteem.

U.N. studying Soviet Foreign Policy in action. He was present at most of the debates during the continuing Arab/Israeli crisis. His lectures are probably the most fact-filled and solid in the department, and the student should be prepared for extensive, but worthwhile, note taking. Brinkley is a complete master of the subject matter, and his presentation is superb. Questions are usually superfluous in light of Brinkley's comprehensive lectures, and are usually at a minimum.

READINGS: Readings vary and serve usually only to supplement minor areas too specific for class presentation.

ORGANIZATION: The readings help to aid in achieving high grades in Brinkley's three or four tests, all of which deal with essay topics directly covered in the lectures. There are no papers, and the final grade is based on the final (1/3) and three or four essay tests (2/3). Average grade is B—.

COMMENTS: Brinkley is without question one of Notre Dame's finest professors. Completely dedicated to his profession, he takes a concerned interest in the development of his students' understanding of their major. He is probably the best lecturer in the Arts and Letters College. He handles this particular course especially well, and makes it far more than a simple survey view. Both teacher and course are solid and highly recommended.

### Government 163 U.S. Foreign Policy, 8TTS Michael Francis

CONTENT: For those who wonder why the U.S. is often hated abroad, or why the U.S. has grown to be "international policeman," this course will provide some of the answers. The course traces the history of a philosophy behind the United States foreign policy.

PRESENTATION: The relaxed atmosphere of the course provides ample opportunity for discussion, but the large size of the class in the past has inhibited widespread class participation. Francis keeps the attention of the class with his cogent and witty presentation. Lively participation has sometimes been precluded because of students' failure to adequately prepare for discussion of a subject which demands some knowledge of the field. The readings are essential to a meaningful understanding of the area, and some of the material must be committed to memory.

READINGS: The lectures will be based upon *United States Foreign Policy* by Appleton, with ancillary readings from *Pax Americana* (Steele), *The Puritan Ethic Of United States Foreign Policy* (Larson), and *A Dissenter's Guide To Foreign Policy* (Howe). There is a very real danger that analysis of the subject may deteriorate to mere personal opinion or bias, and so the readings become even more important.

ORGANIZATION: Three or four tests will be given during the course of the semester, and student improvement is looked upon with welcome recognition. The formality of the material is balanced by the informality of the teacher.

COMMENTS: The contributions of Mr. Francis to the government department are often overlooked. His extensive travel and openmindedness improve the value of the class and the contribution of the man.

### Government 164 Major International Problems, 10TTS George Brinkley

COMMENTS: Dr. Brinkley has been on leave of absence this year, doing research at the United Nations headquarters in New York. This will be the first time recently that the Soviet specialist has taught the international problems course. Since Dr. Brinkley is not here, no idea can be given as to the nature of the readings or basis of the final grade in the course. Comment can be made on Brinkley's methods, though — comment strongly favorable in its nature.

Brinkley is an excellent classroom teacher, a man able to maintain the interest of his students and generate discussion of topics covered in his course. He is relaxed and rather informal with his students, and is more than willing to discuss individual projects at great length. Brinkley's classes are not the easiest in the world. A student's general knowledge and ability to write will not carry him through a Brinkley essay question. There is work which must be done.

Even without its exact format being known Major International Problems may be strongly recommended on the merits of its professor alone. Even as Brinkley has been absent this year, his reputation remains undiminished.

### Government 167 International Communism, 2TT4 George Williams

CONTENT: This will be the first semester in which Dr. Williams has taught this course. Under Dr. Bogle International Communism consisted of an examination of the international Communist movement from the time of the Russian Revolution onwards. Stress was put on the development of autonomy in Eastern Europe in the early 1960's and the Sino-Soviet split. What Williams will cover is unclear at this time, although emphasis on Eastern Europe and the Soviet Union can perhaps be expected.

PRESENTATION: Williams is not a good teacher from the lecture standpoint, so the student cannot expect to emerge with three pages of concise notes after each period. However, Williams' stress of readings and teacher-student exchange of viewpoints should make the course most valuable for the serious scholar ready to delve deeply into individual topics.

READINGS: Williams has not determined the reading list for the course, but one can expect it to be long and comprehensive. The professor can be expected to constantly suggest outside readings and bring to light articles relevant to the subject matter.

ORGANIZATION: Williams this year has tended to give two problem-oriented essay examinations. These tests are not for the purpose of determining whether someone has read the required books, but rather aim at providing a demonstration of what the student has come to grasp during the semester. Book reports are strongly encouraged by Williams, and the professor is more than willing to help in research projects.

COMMENTS: If you wish to be entertained or simply partake of knowledge without any giving on your part then avoid Williams. However, if you are willing to read extensively and desire personal guidance in study projects you are strongly advised to take this course. Williams knows the subject matter. His approach is unusual, but if one is a serious scholar one should benefit from International Communism.

# History

## History 23

### American Public Affairs I, 10MW

Thomas Blantz, C.S.C.

**CONTENT:** This year, two courses, American Public Affairs and The Rise of American Democracy, were basically the same course covering the same material but with a slightly different emphasis. Next year there will be only one, two-semester survey course, the first semester of which will cover the period between the discovery of America and the Civil War.

**PRESENTATION:** Father Blantz presents well-prepared lectures which emphasize interpretation and explanation of specific points, leaving the exact chronology of events to the readings. It is, however, only a survey course and therefore nothing is really examined in depth. Many people object to Blantz's style of reading lectures.

**ORGANIZATION:** Two lectures and a discussion period every week. The discussion groups are broken down into groups of 10-20 students and scheduled at various times during the week. There are three tests and a final. The tests probably will count 20% apiece, the final 30%, and discussion participation (including quizzes) 10%. The format of the tests has varied this year. Next year they will probably contain an objective section of 10 to 20 questions and an essay section counting for well over half the mark.

**READINGS:** The readings fill in the gaps between lectures and usually run about 50 pages per week. At this point, the text is undecided, but it could be Part I of this semester's text, *The National Experience* (about \$6). There will also probably be three paperbacks, but they are undecided too.

**COMMENTS:** The History Department and Father Blantz are experimenting with ways of teaching their survey courses. As a result, the texts, tests and emphasis of the course are constantly changing. This year was Blantz's first in teaching this survey course. The second semester was much better than the first. It should be better next year. But despite anything that is done to improve the course, it is still only a cursory glance at American history and basically only a review of high school history. Thus the subject matter is within grasp of anybody that has taken a good high school course. If you want anything more than a refresher course, it isn't of great interest. But as long as the history requirement in Arts and Letters exists, the course will be crowded.

## History 27

### Development of American Civilization I, 9MW

J. Phillip Gleason

**CONTENT:** This course, as taught last semester, is a study of American History from the earliest colonial times to the Civil War. The emphasis is not on simple political events, but includes social and cultural development as well.

**PRESENTATION:** Dr. Gleason's lectures, though dry, are well organized and the matter of each complements the reading well by analyzing in more depth individual concepts, trends, and ideas. The problem is that the style is oftentimes unnecessarily repetitive, thus wasting a most precious element in any survey course — time.

The twice weekly lectures are supplemented by weekly discussion sections, headed by one of two graduate assistants. The reading material is the basis of most discussions, which are not normally exciting.

**READINGS:** The basic text ("to be known backwards and forwards") is *A Synopsis of American History* by Sellers and May, an adequate survey of its field. Other required readings include *The Comparative Approach to American History* edited by C. V. Woodward, and about six pamphlets from the Berkeley Series of American History. This latter reading is not very difficult and provides adequate material on various individual issues.

**ORGANIZATION:** The tests cover both lecture and reading material, and are not extremely difficult despite a general tendency toward nit-picking. There are weekly quizzes, a midterm, and a final, as well as a 6-12 page paper based on one of the pamphlets.

**COMMENTS:** This course should be avoided by those students with a good background in American History, as it will tend to bore them. For those who do not have such a background, however, and would like to learn the basics, it will provide an unexciting but adequate and competent presentation.

## History 29

### American Economic and Business History I, 9TT

John Williams

**CONTENT:** The course is a survey of American history from an economic and business standpoint. Starting with the earliest foundations of the Colonial economy and the mercantilist tradition of England, the course ends with the economic and business situation as it stood just before the Civil War. There are no specific prerequisites for the course, but a good general knowledge of American history is desirable since Dr. Williams does not take time to lecture about historical events, and the readings presume a knowledge of general history.

**PRESENTATION:** Since the readings are fairly extensive, Dr. Williams limits himself to discussing theory, and allows the student to glean the concrete facts from the books. The lectures are, on the whole, interesting and delivered well, but, to a great degree, do not relate to the readings. Indeed, the readings and the lectures could almost be considered as two separate courses. Yet, when a serious student finishes the course, he will have a good knowledge of the business activities and the economic theories which were and are prevalent in the United States.

The discussion groups tend from the horribly boring to the stimulating depending on the graduate students Dr. Williams has working with him. There is usually one intelligent grad accompanied by one who doesn't seem to be in touch with reality.

**READINGS:** Several books are required for the course: *The Roots of American Economic Growth* by S. Bruchey — boring, based on theory which is not presented well; *The Railroads: the Nation's First Big Business* by Alfred Chandler, Jr. — interesting and loaded with facts. *A Re-examination of Jeffersonian Economics* by W. D. Grampp — states the obvious. *Eli Whitney and the Birth of American Technology* by Constance Green — better on technology, the part on Whitney is an "I love Eli" story. *Reports on Public Credit, Commerce, and Finance* by Alexander Hamilton. *Men in Business* by William Miller — actually a series of articles reprinted in one volume by different men, interest depends on writer — generally good. *Ideology and Power in the Age of Jackson* by Edwin C. Rozwenc — Rozwenc edits this book, which is a series of writings taken from the times — generally very interesting and easy to read. *Slavery and the Southern Economy* by Harold Woodman — series of essays and selections from books written by a number of historians. De-

pending on the author it is either interesting or boring, generally the latter, but always loaded with fact. *The Colonial Merchant* by Stuart Bruchey — same as other Bruchey book. *The Southern Colonies in the Seventeenth Century* by Wesley Frank Craven — a tome, but very well done. *Autobiography and Other Writings* by Benjamin Franklin — gives a good idea of what the ethic of the time was like.

**ORGANIZATION:** There are no assignments other than a book report on Leonard Arrington's *Great Basin Kingdom* and *An Economic History of the Latter Day Saints*. (Latter-Day Saints are Mormons.) The paper should be between 10-15 pages. Arrington contains a lot of facts, most of which nobody cares about. If you can wade through the book and are able to stomach doing a book report on it, you'll learn something about Mormons. That this book is terrible is the general consensus of the class.

There are four tests during the semester including the final. They are on both the readings and the lectures and are generally very fair. Anyone who has gone over the readings with some interest and can read enough of his own writing to peruse his notes should do well.

The grad students generally correct the tests, and are usually pretty good about it. Dr. Williams corrects the papers and is a bit more strict, but never picayune.

The final grade is determined by the following formula: Three hour exams (15% each); discussion (5%); paper (12½%); exam (12½%).

It's very difficult to get an A (about 4 in 70), but equally difficult to fail. B's and C's are about equally split and D's are rare.

**COMMENTS:** As is obvious, this course is no breeze, and it requires quite a bit of work to do well. However, the books, on the whole, are good and fairly interesting, and Dr. Williams is a good lecturer.

It would probably be well for history majors who plan to stay with history in grad school to take this course. It would also be recommended for business students if they wished to learn the business history of the country. Since the history of America is so intimately involved with business, it would be recommended for all American history majors.

It is difficult to find books on business and economic history that are both well written and good from the professional historian's point of view. Therefore, the readings are not as interesting, generally, as are the readings in some other history courses. Yet, they do provide a good representation of American ideals in business and economics.

## History 33

### History of the Middle Ages I, 9MWF

#### Carl Estabrook

**CONTENT:** This year, Professor James Corbett, who normally teaches this course, will be on leave. His place in Medieval History will be taken by Carl Estabrook, a newcomer from Harvard. Mr. Estabrook is still not decided on many points concerning the course, but was able to give the SCHOLASTIC some hints. Among those points still in doubt is what chronological periods the course will cover. Professor Corbett's course traditionally covered the period from the Edict of Milan (313 A.D.) to the beginning of the 11th century. In the SCHOLASTIC's last evaluation, the opinion was expressed that this was too long a time to deal with adequately in one semester. Mr. Estabrook is considering shortening the period covered by beginning with the Carolingian period (eighth century), although this is not definite. He hopes to be able to give proper attention to the High and Late Middle Ages while at the same time considering the overall developments of Medieval society.

**PRESENTATION:** Again, the fact that Mr. Estabrook has not taught before does not enable us to say how he will present his material next semester. Since the class will probably be very large because of departmental requirements, lectures will probably dominate classtime. However, Mr. Estabrook would like to open the class to as much discussion as possible.

**READINGS:** Again, this is indefinite. In order to deal with the subject matter, the teacher will undoubtedly have to have recourse to the usual narrative and interpretive secondary sources, but he also hopes to be able to supplement these with readings from primary sources, such as Thomas Aquinas, Frederick II, etc.

**ORGANIZATION:** There will be a final in the course, and possibly a midterm, depending upon the student composition of the class. There will be no long formal paper however. Instead there will be a short paper of three to four pages, assigned weekly, in which the student will evaluate a thesis or discuss some historical problem. Although these papers will be short, Mr. Estabrook says that he will insist that they be of the highest quality.

**COMMENT:** The emphasis of the course will not be on narrating the political history of the period, but in discussing what is paradigmatic of Medieval civilization.

## History 41

### Senior Seminar, 2TT4

#### GERMAN-RUSSIAN RELATIONS, 1939 to 1941

##### DONALD MATTHEISEN

Dr. Mattheisen's seminar will cover the period of the Non-Aggression Pact between Germany and Russia. Dr. Mattheisen's seminar this year was very successful, and the course should continue to be good next year. Dr. Mattheisen's interests, as reflected in his lectures, include German diplomatic history and so he should be able to guide his students competently through the research. Dr. Mattheisen plans to make some changes in class organization next year, however. He feels that this year's students picked such widely divergent topics that there was little basis for mutual discussion of problems. This year the topics will be more restricted and class will meet more frequently. This seminar should be very worthwhile for those interested in studying the causes of the Second World War beyond the usual glib-phrased superficialities of television documentaries.

#### ANCIENT ROMAN IMPERIALISM

##### JONATHAN ZISKIND

Dr. Ziskind's seminar classes are divided into two parts. During the first semester, he lectures on the period under study and hands out an extensive bibliography and timetable which is followed throughout the year. The second semester's classes are comprised of oral reports given by each student on his own area of study. Professor Ziskind is very knowledgeable and zealous for Ancient history. He competently guided the students through their research projects. Many feel that a very valuable part of the course was the timetable which Professor Ziskind strictly follows throughout the year. This prevents the student from falling behind in his work, but still allows him plenty of time to do extensive research.

#### FRANCE IN THE 1930's:

##### LEON BERNARD

Not much can be said about this course since Professor Bernard did not teach a seminar this year and could not be contacted since he is in France. Those who have had him, however, feel that he should conduct a good seminar.

#### THE CHRISTIAN CHURCH IN WESTERN THOUGHT, 1300 TO 1600

##### CARL ESTABROOK

The course will center upon the causes and effects of the Reformation on Western society. Emphasis will be on the social and economic trends which led to the Reformation, and analysis of technological and political phenomena. In the early weeks of the course, Mr. Estabrook will lecture in order to give the students some background in the subject matter, and a few books may be required at that time for the same purpose. After that the class will be devoted to discussion and research. This will be Mr. Estabrook's first year teaching.



## SAMUEL SHAPIRO

When one first meets him, it is hard to believe that Dr. Samuel Shapiro is the "Sammy" of the Three Legends, but then legends very rarely look as we expect. A man of medium stature, with light chestnut hair, varied here and there with a few grey strands, Dr. Shapiro does not seem like a man who came to Notre Dame as the victim of a McCarthyite witch hunt, who teaches some of the most demanding courses in the history department and who participates in Jim Silver's marathon poker sessions.

The first legend surrounding Dr. Shapiro concerns how he came to teach at Notre Dame in the early '60s. After leaving Brandeis University where he had taught for several years, Dr. Shapiro took a position in a small town at one of the several branches of the Michigan State University system. At the time, right-wing hysteria over Castro had reached some sort of peak in the nation, and in the Michigan boondocks it clashed with Dr. Shapiro's interests in Latin America and his East Coast liberalism. Soon denunciations of Dr. Shapiro over the local radio were creating an embarrassing situation for the college administration.

According to Dr. Shapiro, those in charge of the college pledged support to the beleaguered professor, but when time came for renewal of his contract there were a great many sheepish grins on the faces of the powers that be. Moreover, the publicity which the smear campaign against Dr.

Shapiro had caused made few administrators willing "to risk Dr. Shapiro."

But as things were at their darkest, Fr. Hesburgh did the liberal thing and offered Dr. Shapiro a position at Notre Dame. The situation further improved when he won a libel suit against several of his detractors and received some sort of official certificate of Americanhood from the FBI.

Although the second Shapiro legend concerns his teaching, Dr. Shapiro says that he never planned to teach college. Originally he was a high school teacher in New York, but according to Dr. Shapiro, "It was a matter of taking more credits, doing more work, and finally the Ph.D." He is, however, satisfied in his work and especially with Notre Dame. According to Dr. Shapiro, a small college in a small town enables him to get to know his colleagues. This was not the case at Columbia where he has taught before. And at Brandeis, Dr. Shapiro did not like the acrimonious division of the faculty along ideological lines. At Notre Dame things are much more relaxed and friendly.

Dr. Shapiro's classes are conducted with a great deal of good humor. He has a supply of jokes and anecdotes about trips to Latin America which he uses throughout the year to keep the classes lively. An active and somewhat impish wit enables him to stir up controversy and conversation by playing the devil's advocate.

The third part of the Shapiro legend—that is better left unspoken.

### JACKSONIAN DEMOCRACY THOMAS BLANTZ, C.S.C.

The subject matter is defined by the title. Fr. Blantz intends to lecture for the first few class meetings to familiarize his students with the subject matter and to point out areas of study. During this time two books will be required: *The Jacksonian Era* by Glyndon Van Deusen and *Jacksonian Democracy and the Historians*, a book on historiography edited by Alfred A. Cave, which should prove useful. After the introductory period, class meetings will be devoted to student presentations and discussions. The class will meet regularly according to Fr.

Blantz. This course will offer the student an opportunity to do research in primary sources since the Library has the Jacksonian Presidential papers on microfilm. This will be Fr. Blantz's first seminar course.

### WILLIAM FAULKNER AS HISTORIAN JAMES SILVER

This course is slated as an examination of the historical value of the microcosmic novels of William Faulkner. The chief problem with the course seems to be that Dr. Silver is himself unsure



of the value of Faulkner's novels as history, is himself studying the matter, and is unable to guide the students through the required research as the seminar leader is supposed to. There are also serious difficulties with the subject matter of the course. If Faulkner has any value as an historian, it is chiefly as a myth-maker, a writer of the subjective truths underlying Southern history as it unfolds itself in space and time. Faulkner is not an accurate recorder of facts, and the rationalistic bases of modern historical scholarship, which form the basis for Dr. Silver's intellectualism, are ill-suited to an understanding of subjective truth and traditional values. Furthermore, Dr. Silver's reputation attracts a great number of those "passionately interested in the Negro question" and the discussion periods often degenerate into a solemn intonation of the credos of white orthodox liberalism. This unfortunate trend is encouraged by Dr. Silver's tendency to dismiss any interpretation of Southern history which does not conform to the revisionist schools of the 1930's. From the discussions, one would get the impression that Negroes exclusively dominate Southern history and are at the center of the Faulknerian novel. They are not.

Dr. Silver insisted that the class meet at the regularly scheduled times, and that the class all read the same books in preparation for the course. This in some degree is in contradiction to the basic aims of the course which are to foster independent research and to allow each student to add to the discussions on the basis of his own research.

## History 51

### History of Ancient Greece, 9MWF

#### Anton-Hermann Chroust

**CONTENT:** The course is a study of the development of the ancient Greek world. Professor Chroust leads the student from the origins of the civilization through its development down to the time of Alexander the Great. The student will deal with the social, religious and politico-economic problems of the times. Chroust seems to place his major emphasis on the mistakes of this ancient civilization and then draws some very interesting parallels with modern times. He takes great pains to point out the Eastern origins of the Greek civilization and its influence on modern civilization. There are no prerequisites for the course, but it is good to have some knowledge of classical civilization. Most of the students in the course are Arts and Letters juniors, some sophomores and a few seniors.

**PRESENTATION:** Professor Chroust's presentation is excellent though sometimes wandering. His lectures are rather informal and intelligent questions are encouraged. Chroust is at his best when he gets sidetracked on politics and that "Hopalong Chastity College" across the road. His lectures are enjoyable and humorous. The student will find himself writing down more of Professor Chroust's current affairs comments than notes on ancient Greece. It isn't necessary to attend lectures as they are covered very well by the text. However, it would be a mistake not to attend this class regularly, at least.

**READINGS:** The text is J. B. Bury's *History of Greece*, an excellent work that would add to anyone's library. Cost new is \$6.50. In addition, one is supposed to read Thucydides' and Herodotus' histories. For those who do not care to read the works of these two historians, the text provides an adequate comparison for the purpose of the course in this area.

**ORGANIZATION:** Professor Chroust requires no papers and gives only one exam, that being the final at the end of the semester. The final grade is based on this test which is rather general and not too difficult. Grades usually are B's but an A can be acquired with a bit of extra effort.

**COMMENTS:** Ancient Greece is a course worth taking in itself. Since it covers an entire civilization, it is rather general. However, it provides one with a good background to government and history. The most worthwhile aspect of the course is the prof. Chroust is an exceptional man, to say the least. The majority of students who have taken the course enjoyed it and would take it again if they had it all to do over.

Dr. Chroust is an excellent professor and perhaps because of this, one feels that the course holds the man back. After several weeks in the class one feels almost disappointed when the lecture returns to ancient Greece, which always happens sooner or later. Again the course is educational and the material is interesting; however Chroust is the real educational experience the student will get from the class.

## History 103EX

### Latin American Seminar, 4TT6

## History 185EX

### Colonial History of Latin America, 11MWF

#### Fredrick Pike

**COMMENT:** The History Department will be very fortunate next to have Professor Fredrick Pike return to Notre Dame after a three-year absence. Since he has not taught here in a while and since he is presently in Spain, neither an evaluation nor a prospectus of the course was possible. Based upon a study of the syllabus which Professor Pike used when he was here last, it is somewhat safe to conjecture that "Colonial History of Latin America" will be a study of the very unique interrelationship between the native pre-Columbian and Spanish colonial cultures in Spain's New World Empire. The course will emphasize what is paradigmatic of that cultural development rather than narrate political events. Nothing is known of "Latin American Seminar." Both courses promise to be excellent. Professor Pike is an accomplished historian of international fame.

## History 105EX

### Ancient Near East, 2MWF

#### Prof. Ziskind

**CONTENT:** The course covers the history of the area from Egypt and Greece on the West to Persia on the East, in the period from approximately the middle of the third to the middle of the first millennium B.C. Particular emphasis was placed on social and cultural history. As the course was also listed as a Theology course, there were a large number of theology majors and graduate students. The consequent divergence in backgrounds and interests sometimes caused problems. This made it particularly difficult for Prof. Ziskind when teaching such areas as the history of Israel, where some students were well prepared and others almost totally ignorant, making it almost impossible to teach a course satisfactory to both:

**PRESENTATION:** Prof. Ziskind's lectures tended to be somewhat frantic, occasioned, perhaps, by the large amounts of material to be covered, but they were nonetheless valuable. Questions and discussion were welcomed, but, again, the disparate backgrounds of the students sometimes caused problems in this area.

The majority of the readings were from *Ancient Near Eastern Texts*, which was on reserve in the library. Additional readings were from Herodotus, the *Odyssey*, the *Bible*, and two books by Henri Frankfort, *Before Philosophy* and *The Birth of Civilization in the Ancient Near East*. Readings ranged from good to excellent.

**ORGANIZATION:** One paper and three maps were required. The topic for the paper (10-15 pp.) was chosen from a list prepared by Prof. Ziskind. The maps contributed little. A midterm and a final were given, both fairly arduous, but rather liberally graded. The average grade seemed to be a B.

**COMMENTS:** Despite its problems, the course was well worth taking. Most, if not all, of the material is new to most students, and is intrinsically interesting, opening up entire new areas of speculation. It is a useful antidote for those who are tired of history courses that carefully focus on the minutiae of two hundred years of the history of one particular Western European country. Any student wishing to learn something new, rather than more details about an already familiar subject, would do well to take the course. Though the course does have faults, they seem to be intrinsic to any attempt to present such a broad

field of knowledge in such a short time. Indeed, the course could easily be stretched to two semesters. The faults are more than counterbalanced, however, by Prof. Ziskind's knowledge of and enthusiasm for his material.

### History 111EX The Renaissance, 3MWF Carl Estabrook

**CONTENT:** This course has not been offered regularly for some years, and has never been taught by this teacher before. No evaluation as such is possible, although a prospectus based on an interview with Mr. Estabrook is possible. According to him, the course will discuss Western society from 1350 to 1500. The major emphasis will be on intellectual and social developments, rather than political and cultural history.

**PRESENTATION:** According to Mr. Estabrook, the format of the course will be determined by the number and quality of the persons enrolled in the course. He would like to structure it as freely as possible, balancing lecture with class discussion.

**ORGANIZATION:** Mr. Estabrook is against long, formal papers and hour examinations. Grades will be based on a final examination and weekly exercises consisting of a short paper written in preparation for class discussion. The papers will have to be about three or four pages in length and will either evaluate a historical thesis or discuss some of the important and controversial problems of Renaissance history. Mr. Estabrook will insist that these papers be of the highest quality and handed in on time.

**READINGS:** The reading list for the course is as yet unclear. Although there will be a number of interpretive secondary sources used, the emphasis will be on reading primary sources.

**COMMENTS:** Mr. Estabrook wishes to emphasize that this will *not* be an art history course, as some may be tempted to think because of its title.

### History 121EX France 1500 to 1789, 2MWF Leon Bernard

**CONTENT:** The course deals with France under the Old Regime. The subject matter begins with a study of the effect of the Renaissance and of the Reformation on French society, culture and politics. Dr. Bernard then turns to the French wars of religion and the reestablishment of civil order under Henry IV and Richelieu. The emphasis of the course, however, is inclined to be on the reign of Louis XIV, the institutions of absolutism, and the Enlightenment.

**PRESENTATION:** Dr. Bernard lectures in a rather phlegmatic style which some consider boring. However, others praise his thoroughness, organization, and slow delivery, which make it easy to take notes.

**READINGS:** There are no specifically assigned books. Each student is presented with an extensive bibliography of the course from which he is to select some 200 pages of reading per week. A weekly bibliographical report is required.

**ORGANIZATION:** There is a midterm examination. However, Dr. Bernard combines the final examination with a term paper requirements in a unique way. When selecting books for the required readings, the students are to center them around two major topic areas. Toward the end of the course, each student selects two subtopics within each of the general areas. These are to be the topics of a term-paper which the student writes during the final exam period. Dr. Bernard picks the topic on which the student will write from the four sub-topics selected and assigns it on the day of the test.

**COMMENTS:** Most of those who take it are satisfied with the course. The period under discussion is Dr. Bernard's area of specialization. He has written some very significant literature on peasant rebellions in the Old Regime.

### History 123EX France in the 19th Century, 9TTS James Ward

**CONTENT:** *France in the 19th Century* is a new course this year. Dr. Ward does not plan to confine the course to the 19th century, however, but will extend the subject matter to include the 20th century as well. This effectively makes it a course on modern French history. There is a possibility that the course will become a two-semester course some time in the future. According to Dr. Ward, his approach will emphasize cultural and political developments in modern France. An attempt will be made to get to the ideas underlying the surface of events.

**PRESENTATION:** Lectures will be kept to a minimum. Discussion, and particularly a discussion of the readings, will be emphasized.

**READINGS:** The readings promise to be quite interesting and a change of pace from the normal fare in history courses. They include: *Renoir, My Father* by Jean Renoir; *France in 1789* by Paul Gangois; *The Dreyfus Case* by Guy Chapman and the *Memoirs of Chateaubriand*.

**ORGANIZATION:** There will be the University-prescribed final examination and one or more hour examinations. The exams should be essay types with identifications kept to a minimum.

**COMMENT:** Dr. Ward believes that the course should be worthwhile to anyone interested in modern France. Since some of the suggested (as opposed to required) readings will be in French, it should be of some interest to those who have studied in Angers and other students of modern languages. **NOTE:** The ability to speak French is *not* a prerequisite for the course.

### History 127EX Germany since 1914 Donald Mattheisen

**CONTENT:** Dr. Mattheisen's lectures cover German history from the First World War until the end of the Adenauer era in the sixties. After laying the necessary groundwork for a discussion of German involvement in the 1914 war, Dr. Mattheisen discusses the conditions in Germany which made it possible for Hitler's accession to complete power in the Reich. A broad range of factors, economic, social, ideological and political, enabled Hitler to come to power, and Dr. Mattheisen tries not to slight any of them. However, his chief interest is in the constitutional development of Germany, and is inclined to emphasize the constitutional devices and parliamentary maneuvers which enabled Hitler to subvert the Weimar constitution.

**PRESENTATION:** The class is chiefly a lecture course, and this method of teaching is heavily relied on. Dr. Mattheisen is a good lecturer, however, and very well organized. He is at pains to answer all questions as completely as he is able. During this current semester, the smallness of his class has fostered an unusual degree of student-teacher dialogue for a lecture course, but it remains to be seen whether this condition will prevail next year.

**READINGS:** The basic text covering the whole period will be Pinson's *Modern Germany*. Students will also read the relevant chapters in Craig's *Politics of the Prussian Army*; Waite's *Vanguard of Nazism*; Mosse's *Nazi Culture*; Bullock's classic, *Hitler: A Study in Tyranny*; Hiscocks' *The Adenauer Era*; and other selected works and articles from learned journals. The reading load is very heavy but each book is worthwhile.

**ORGANIZATION:** Two-hour exams are given; students may take one or both. If he takes both, they each count for one-sixth of the final grade; if he takes only one, it counts for half. There is a final exam. In addition to this, there will be about four short papers on the reading assignments. They must be about four or five pages in length and Dr. Mattheisen insists that they be handed in on time — no excuses are accepted. The papers must be well written, displaying a critical perspicacity and must be of high quality. As an aggregate, the papers count for one-third of the final grade. High grades are not promiscuously distributed, but the grading is fair.

COMMENTS: Although he has not established as gorgeous a reputation as some of the *illuminati* of the College of Arts and Letters, Dr. Mattheisen is one of the best teachers in the history department, and indeed in the entire College. His course is a rigorous intellectual exercise and should be avoided by dilettantes who merely seek to be entertained by scary Hitler stories.

## History 141

### Medieval Ireland, 8MWF

## History 12

### History of Western Europe II, 9MWF

#### Edmund Murray, C.S.C.

CONTENT: According to the College bulletin, History 141 is "a cultural and social history of Ireland from pre-Christian times until the end of the Middle Ages," while History 12 is a "survey of the main historical movements in Western Europe . . . from the end of the Reformation Era to the present day." It is unlikely that these objectives will be reached in either case, although the students should be well schooled in Fr. Murray's prejudices by next January.

PRESENTATION: Fr. Murray presents whatever he presents — it would be difficult to call it material — in what might be called a lecture format for lack of a better term. Digressions are frequent, even dominant. They cover such ever valuable topics as the necessity of not walking on the grass and denunciations of campus media. (He once called *The Observer* "the queers' sheet.") Other valuable insights are drawn from his experiences as a chaplain during World War II, e.g., what is plundering and why the Catholic soldier should avoid it.

READINGS: The text for History 141 EX is Fr. Murray's own *Basic Irish History to Poyning's Law* is used. Few buy them.

ORGANIZATION: Organization is a quality not strained in Fr. Murray's courses, although tests are exceptionally well ordered considering the confusion which reigns in the slender "intellectual" side of the course. Fr. Murray prepares his Medieval "scholars" for each of the 10 ten-point quizzes by distributing mimeoed notes and lists of possible questions from which the test questions will be drawn — much in the manner of better high-school teachers.

COMMENT: The definitive comment was passed upon these courses by the History Department when it refused to recognize them as fulfilling the requirements for a history major. They are academically worthless and have little to do with a competent study of history.

## History 133EX

### England in the 18th Century, 1714-1815, 1 MWF

#### Robert Burns

CONTENT: Dr. Burns lectures under five major headings: England and Wales, Ireland, Scotland, the Empire and foreign policy. Emphasis is balanced among problems of constitutional, political, economic, diplomatic and social significance.

PRESENTATION: Lectures are interesting and comprehensible. Discussion is encouraged. Various teaching aids (lectures on geography, visual aids, reproductions of documents, creative assignments) are used to stimulate student interest. The professor is interested in education and continually experiments with new techniques.

READINGS: Students are from various colleges, but tend to be AL. Readings are good — biography is emphasized — but heavy (thirteen books were assigned last year, fewer will be assigned next year). Cost last year was approximately thirty dollars.

ORGANIZATION: One paper is assigned (five pages) and deals with the historical context of a law or constitutional problem. There is a wide choice of topics. There are either one or two tests plus a final. Usually there is a choice of two or three

questions out of eight or ten. (And usually one is a question given the first day of class for students to mull over during the course.) Questions fall into three categories according to what they require: 1) recall, 2) scholarly synthesis, 3) imaginative re-creation. There has been a very favorable student response to tests.

COMMENT: This course gives the student an appreciation for the England of the American War, the growth of empire, and the evolution of constitutional monarchy. Because of the emphasis on the role of personalities and the pressures of political realities, this course has particular modern relevance, especially for the student of American or British constitutional history. The principal problem last year (the first time the course was taught) was that the time span wound up being 1689-1781 and not 1714-1815. A recurrence of that problem is not anticipated. Dr. Burns is interesting, patient, learned in his field and easy to listen to. Most students have been enthusiastic, though a few have not been at all. Basis for final grade: each question counts equally (from all tests) as does the paper. Average final grade: B—.

## History 137EX

### Russian History to 1725, 10 MWF

#### Boleslaw Szczesniak

CONTENT: The course covers Russian history from the 9th century to the year 1725, the year of the death of Peter the Great. The emphasis is on the period of Mongol domination, the development of Moscow, and the westernizing reign of Peter the Great. There are no prerequisites for the course, and most students are completely unfamiliar with the subject. Moreover, students from a wide variety of fields, including government, history, linguistics and area studies, are enrolled in it.

PRESENTATION: Dr. Szczesniak is an excellent scholar of Russian history in all its aspects, intellectual, cultural, social, political and economic. However, the facts that he places heavy emphasis on the lecture method and that he reads his lectures tend to make his delivery a bit dull and to smother the refreshing and impish wit which he displays when he digresses from the canned lecture.

READINGS: The readings are not very heavy — Volume I of Florinsky's textbook on Russia; *Medieval Russian Epics, Chronicles and Fables*, edited by Zenkousky; and Volume I of Walsh's *Readings in Russian History*. Florinsky has written a well-balanced interpretation of Russian history, but the books by Walsh and Zenkousky tend to be a bit dull.

ORGANIZATION: There is only one test which counts 50% of the grade, and one paper which makes up another 30%. The remaining 20% is determined by class attendance and Dr. Szczesniak's opinion of the student. Dr. Szczesniak gives A's and B's generously to deserving students and rarely gives lower than a C.

COMMENTS: The course can be an opportunity to learn something significant about the history of one of the world's two great superpowers. Dr. Szczesniak is an able scholar. However, the initiative must come from the student himself.

## History 139

### Chinese History, 8MWF

#### Boleslaw Szczesniak

CONTENT: The course covers Chinese history in a chronological manner tracing the various governmental and philosophical phenomena that have affected the Chinese people. Emphasis is placed on the achievements of a few of the outstanding dynasties and the continuity of great thoughts, such as Confucianism, which have prevailed over the centuries. However, the greatest stress is put on contemporary China. Starting around Thanksgiving, Dr. Szczesniak lectures on factors of this century which have contributed to the China of today. The course has no prerequisites.

**PRESENTATION:** The professor gives lectures in three classes per week, and, thus, there are no scheduled discussions, although questions are freely accepted during class, which normally doesn't exceed 15 students. The lectures, especially during the first part of the semester, may tend to be rather dry if one is not interested in Chinese history, but they are often spiced with stories of the professor's world travels. Some of the readings add greater detail and clarity to the lectures and, thus, provide a parallel view to accompany one's notes, though not necessarily with the same order or stress. The course will be worth much more if one reads to keep pace with the lectures. Dr. Szczesniak has a thorough grasp and knowledge of his subject matter and presents it in a logical pattern which makes taking notes easy. However, unless one is interested in Chinese history, the subject matter, whose nature is so culturally foreign to us, can easily become routine, monotonous, dry, and uninteresting.

**READINGS:** Dr. Szczesniak merely expects one to keep pace with the lectures in reading, and, thus, he does not assign specific pages. The subject matter is somewhat more understandable when one keeps up with the readings, but some of them have little worth to most students. Of the six books assigned, *The Ageless Chinese* (544 pp.) by Dun J. Li is considered the text and is an excellent supplement to one's notes. *Contemporary China* (317 pp.), by Ruth Adams, is also interesting. The readings would probably be classified as heavy, but it is possible to get by in the course without doing much of the reading, if one wishes.

**ORGANIZATION:** Dr. Szczesniak teaches a nonpressure course. The grades are generally A or B, with an occasional C. The only exam is the final. The percentage for which it counts toward one's grade seems to be changed every semester, but it is usually 40-50% of the final mark. It is an extremely general test having a choice of 5 out of 8 questions of vast scopes (e.g., "Discuss Confucianism"). A term paper in which length (15 pp.+), form and the value of your bibliographical sources are important along with content, measures 30-40% and is very important in molding the professor's attitude toward the individual student (i.e., don't blow the term paper!). 10-15% of the grade is based on a midterm progress report concerning the readings and term paper research. Some students bluff their way through this. Finally, 10% is based on Dr. Szczesniak's digression and on periodic attendance checks, which inevitably occur before and after vacations.

**COMMENTS:** This is a nonpressure course and can probably be faked through. Dr. Szczesniak, however, has an immense wealth of knowledge about a subject little known to most Americans. Government majors can primarily profit from the course and its teacher for the insights they give into Sino-American, Sino-Japanese, and Sino-Soviet relations, especially since the government departments lacks a course dealing specifically with China. Dr. Szczesniak is somewhat forgetful of names, but he is still amazingly sharp. The student taking the course just to fill an elective with a relatively easy course will probably become bored. For the interested student willing to put forth a little effort, however, the course is rewarding, and fascinating, and its teacher will be found to be a walking encyclopedia.

## History 149EX

Europe: 1870 to 1920, 11MWF

Bernard Norling

**CONTENT:** This course surveys the predominant political, diplomatic, military, and economic and sociological trends in Europe before and during the First World War. Both Europe as a totality and individual countries are considered. The flowering and decline of Liberalism are studied, and the thesis that World War I marked the end of an area is evaluated and criticized.

**PRESENTATION:** Professor Norling is considered one of the best lecturers in the department. His notes are well-organized and his style maintains interest.

**READINGS:** Approximately eight to ten paperbacks are required. They are of moderate length, and supplement the lectures well.

In the past, Professor Norling has given fifteen-minute quizzes on each of the required readings, although he says that next year he may replace a few of these quizzes with book reports.

**ORGANIZATION:** In addition to the reading quizzes, there will be a midterm and a final examination.

**COMMENT:** The period under study is most significant for the development of modern culture and history, and most students feel that the course is valuable. One must keep up with the readings and lectures in order to get the most out of the course; however, if the student keeps pace, he should receive a decent grade. Criticism of the course is mild, but chiefly centers around the teacher's bias. Professor Norling believes that history is a matter of blood and iron and that progress is not made by ideological trends. The course tends to neglect the intellectual and cultural side of European civilization.

## History 153EX

Italian Risorgimento, 1789-1870, 8TTS

## History 155EX

Risorgimento and Fall, 1919-1943, 10TTS

## Raimondo Luraghi

**COMMENTS:** The courses which Professor Luraghi will teach next fall have never been offered at Notre Dame before, nor has Professor Luraghi ever taught here. Since the European academic calendar is substantially different from the one followed in this country, the SCHOLASTIC was not able to contact him because he was travelling during a vacation period. All that we are able to pass on to the reader are some comments about Professor Luraghi and a brief outline of the subject matter to be covered in the course.

According to the history department, Dr. Luraghi holds two chairs in Italy, one at the University of Turin, the other at Genoa. He will be in the United States for one year on a governmental grant.

Professor Luraghi will teach four courses during his year at Notre Dame, two per semester. They will cover Italian history during the historical 19th and 20th centuries. During the first semester he will lecture on the periods 1789 to 1870 and 1919 to 1943. During the second semester, these two courses will be followed by their respective chronological sequels, 1870 to 1918 and 1943 to the present.

To refresh the memories of history majors and to inform the uninitiated, a brief review of the subject matter of the periods is in order. Italian Risorgimento will cover the nationalistic unification of Italy into one state. The period begins with the impact of the French Revolution upon Italy and the kindling of Italian nationalistic spirit under the Napoleonic domination. This period is followed by the restoration of the dynasties de-throned by the Revolution under the Congress of Vienna, the abortive nationalistic revolution of 1848, the reunification of Italy with French aid and the establishment of a liberal kingdom of Italy under the House of Savoy. The course ends in 1870 with the fall of Rome, the last of the Papal dominions, to Italian troops after Napoleon III's withdrawal of troops.

Italian Risorgimento and Fall deals with the effect of the First World War and increased industrialization on Italian society. The economic dislocations of the war and the rise of an industrial proletariat caused deep divisions within the Italian social order and ultimately led to the established classes' most drastic response to the challenge, Mussolini, and the rejection of the liberal tradition. Italian nationalism goes beyond the irredentist stage which sought to acquire all lands occupied by Italian nationals to the stage of colonial and imperialist expansion which led to Italy's tragic involvement in the second World War as an Axis Power.

## History 161EX

British New World Empire, 11TTS

## Marshall Smelser

**CONTENT:** The course is a study of the foundation of the British colonies in North America and of the various ante-

cedents of British colonization. This course is the first semester of a four-semester sequence covering the entire colonial history of the United States up to the end of the Revolution. It is offered only every other year. Taking the first semester does not obligate one to take any of the following semesters, although it is a prerequisite for them.

**READINGS:** The readings are: Smelser, *American Colonial and Revolutionary History*, Colburn (ed.), *The Colonial Experience: Readings in Early American History*, Hawke (ed.), *U.S. Colonial History, Readings and Documents*, Notestein, *The English People on the Eve of Colonization*.

**ORGANIZATION:** There are two tests, a midterm and a final. The final counts more than the midterm to allow for the possibility of a shaky start. Each test covers the lectures and the readings; the readings are very important as a supplement to the lectures. A faithful recitation of the class notes is worth about a C. Each test includes questions on historical geography, which should be an easy ten points. A term paper, due the last class before Christmas, is based on an assigned book of readings. Quotations and footnotes are carefully checked for accuracy.

**PRESENTATION:** Class meetings consist of lectures by the professor, usually supplemented by some sort of visual aid. The lectures are detailed and meticulously organized, and Professor Smelser has a facility of expression which keeps them from being tiresome, in spite of the detail.

**COMMENTS:** Dr. Smelser is a professional historian, and his professionalism is reflected throughout the whole course, from the emphasis on contemporary documents in the readings to the map questions on exams. He is demanding but very fair. The course is invaluable for a history major, and is highly recommended for anyone looking for a professor who requires an all-out intellectual effort.

## History 165EX United States History, 1789-1828, 8MWF Thomas Blantz

**CONTENT:** This course has not been taught in the department for several years, and has never been taught before by Fr. Blantz. Moreover, this will be Fr. Blantz's first upper-division course. Only a prospectus based upon an interview with the teacher rather than a review is possible, therefore.

According to Fr. Blantz, *U.S. History, 1789 to 1828* will be the first semester of a two-semester course covering American political history from the founding of the nation under the Constitution up to and including the secession of the South and the Civil War. The first semester will consider the growth of American nationalism around the new Federal structure, the Jeffersonian Democracy of the Virginia Dynasty, the contribution of political parties, states' rights and the slavery issue. The following semester will consider the Jacksonian Democracy and the disintegration of nationalism into sectionalism which finally led to the Civil War.

**PRESENTATION:** How Fr. Blantz will handle the subject matter depends on how many students enroll in the course. His tentative plans are to lecture twice weekly and to break the class up into smaller discussion groups for the third period—this will be similar to the organization used in the sophomore level courses.

**READINGS:** There will be three assigned books: John Miller, *The Federalist Era*; Marshall Smelser, *The Democratic Republic*; and George Dangerfield, *The Awakening of American Nationalism*. In addition to these, a number of articles from scholarly journals will be assigned. These may, on occasion, form the basis for the discussions in the third weekly period referred to above.

**ORGANIZATION:** There will be two hour exams and a final. No term papers will be assigned.

## History 167EX The American Negro: 1820 to 1876, 11 TTS James Silver

**CONTENT:** Dr. Silver is currently teaching *The Negro in American History*, but this will be expanded next year into a two-semester course, for which the year 1876 will serve as a dividing point. The first semester's work should begin with a period when the moral and economic value of chattel slavery was being seriously questioned in the South. However, with the invention of the cotton gin, the South begins to defend slavery as a positive good and to ward off the attacks of abolitionists and other anti-slavery Northern politicians and agitators with an increasingly militant sectionalism. This brings about the Civil War and the indirect freeing of the slaves. In the post-Civil War period, the Negro and the Republican Party dominate the South until 1876 when Federal occupational troops are withdrawn and the united whites violently overthrow the Reconstruction regimes. The second semester will pick up from this point to deal with the disenfranchisement of the Negro in the 1890's and the imposition of the Jim Crow system upon him by the Populists.

**PRESENTATION:** In most of Dr. Silver's courses, the actual study of the subject matter is done by the student on his own through reading and consultation with the teacher. This format will probably be followed next semester.

**ORGANIZATION:** In the past, Dr. Silver's class meetings have been 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:** This semester, Dr. Silver supplied the class with an extensive bibliography from which they were required to pick three books which were the subject matter for their reports. This will probably be done again next year.

**COMMENTS:** There is a general feeling among students in the history department that Dr. Silver's courses are not worthwhile, despite Dr. Silver's personal worth as a scholar. By his own admission, he does not teach courses unless he himself is unfamiliar with the subject matter and trying to learn something about it. There is, therefore, a general lack of preparation for the class. Some students expressed the opinion that the research projects such as checking the libraries of public schools for the numbers of books on Negroes, were worthless and that they were merely doing leg work for Dr. Silver's research.

## History 175EX American Cultural and Intellectual History, 2MWF J. Phillip Gleason

**CONTENT:** Professor Gleason's course is a survey of the patterns of cultural and social thought in the antebellum United States. An attempt is made to explain the Renaissance, Enlightenment, and classical influence on the American mind and to trace the various aspects of American life and culture (particularly education, religion, immigration, and all the American phenomena that might be termed "movements") from the time of colonization to the Civil War.

**PRESENTATION:** Lectures are usually given on major issues of the period covered, such as pacifism, transcendentalism, utopian socialism, or abolitionism. Professor Gleason is not a classroom performer and lacks histrionic appeal. He is, however, a thorough lecturer. His classes are well prepared and valuable to an understanding of the subject matter. Gleason's lectures are interesting, organized, and well attended. He places a great deal of emphasis on the development of education, religion, and the influence of immigration and various ethnic groups on the American character. These three topics and an interest in political, ethnic, social, religious, and intellectual minorities and their roles as agents of change are the primary emphasis of the course. Outside lectures are presented on occasion. In the past Professors Nigorski, Crowe, Delaney, and Burrell have addressed Gleason's classes on their specialties.

**ORGANIZATION:** Course requirements consist of one or two book reports, two hourly exams, and a final which usually consists of take-home and in-class parts. Professor Gleason's hourlies have been appraised as "more high schoolish than collegiate" and some students have been surprised and disappointed by a fifty-question objective test. Students are responsible for both reading and lecture material but are tested more heavily on the readings. Professor Gleason is a fair grader and final marks are based on an equal evaluation of all five- or six-semester grades. Book reports are assessed fairly and conscientiously. The charge that tests are more of a memory exercise than a test of a student's understanding of the changes in the currents of American social and intellectual thought is valid.

**READINGS:** The two required texts are Merle Curti's *Growth of American Thought* and the first volume of Grob and Beck's *American Ideas*. The Curti book is an excellent background text which allows Gleason to devote his lectures to specialized topics while Grob and Beck consists of readings from the major social, literary, and political contributors of the period.

**COMMENTS:** Gleason's course gets an "A minus" evaluation. One needs no background in American history to take it. The course might well fit into an American Studies Program if such a major were offered here, and the light-reading load gives it a certain advantage over many other history courses either as a course or as an elective. The course is constantly being updated and Gleason's professional interests in education and immigration and his conscientiousness and sincerity result not only in a good course, but also in a well-taught course.

**History 188EX**  
**U.S. Relations with Latin America, 10MWF**  
**History 190EX**  
**History of Mexico, 1MWF**  
**Samuel Shapiro**

**CONTENT:** Dr. Shapiro will teach two upper-division courses next semester, United States Relations with Latin America and History of Mexico. The former course has been offered before by Dr. Shapiro, but this was too long ago for the SCHOLASTIC to find anyone to evaluate the course competently. History of Mexico has been offered before, but the format will be so radically restructured that it will substantially differ from the course offered this semester under that same title. Only a prospectus of each course is possible.

U.S. Relations with Latin America covers a subject matter fairly well defined by the course's title. The emphasis will be upon the differences between the Latin- and Anglo-American Western Hemisphere experiences, e.g., Latin American poverty and U.S. wealth, Latin American political instability and U.S. stability, etc.

History of Mexico will be a combined history and literature course. Dr. Shapiro will teach the half of the course that deals with history while Thomas O'Dea of the department of Modern Languages will cover the literature. The emphasis of the course, therefore, will not be on political history, but on what is para-

digmatic of the pre-Colombian, colonial and modern Mexican societies.

**PRESENTATION:** U.S. Relations with Latin America has generally been a lecture course. Dr. Shapiro will try to introduce more discussion into the class, but this is liable to be sacrificed in the interest of covering material. The format for History of Mexico will have to work itself out next year, but it should be rather informal.

**READINGS:** In U.S. Relations with Latin America Dr. Shapiro will assign a paperback a week. These are normally from 150 to 200 pages per week. The titles include Smith's *Background to Revolution: The Development of Modern Cuba*, Aguilar's *Marxism in Latin America*, Fuentes' *The Death of Artemio Cruz*, *Business and Diplomacy*, and Singletary's *The Mexican War*. The reading load is considered heavy but interesting.

The reading list for *History of Mexico* will include *The Aztecs of Mexico*, Cortez' letter written to the King of Spain reporting the conquest of Mexico, *The Edge of the Storm* by Yanez and *Pedro Martinez* by Oscar Lewis. The class will also translate *corridos*, Mexican folk songs of a form similar to the Spanish medieval epic cycles.

**History 191EX**  
**The American City I, 10TTS**  
**John Williams**

**CONTENT:** This is the first semester of an urban history course which places the American city in the context of its physical, social, political and economic evolution. The first semester centers on the preindustrial city. The emphasis is on the colonial New England town organization and its influence on the North and East. French influence and Spanish influence in the West is also discussed. The professor also deals with the problems faced by the cities in providing services to a rapidly increasing populace. The course also treats the commercial city, and the frontier town.

**PRESENTATION:** The rigor of the course has scared many faint of heart students away and the classes are generally small. The course is conducted as a seminar, therefore, with Dr. Williams lecturing occasionally and with book reports presented by students. These reports serve as the basis of class discussion.

**ORGANIZATION:** There will be one paper of moderate length, a midterm and a final examination.

**READINGS:** The readings are taken from man extensive bibliography from which the students are expected to read in preparation for class discussion. Students must keep up with the readings in order to profit from the course.

**COMMENT:** Dr. Williams concentrates on the technical and spatial aspects of urbanology rather than on the political and cultural problems. This surprises some people. However, the course is interesting and worth taking, not only for history majors, but those in government, sociology, architecture and urban studies.

# Classical and Modern Languages

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## Classics 11EX

### Elementary Greek I, 9MTWTFS

Robert Vacca

**CONTENT:** This is a two-semester introduction to Greek. The emphasis of the course will be on reading Greek rather than on rote memory of the forms, vocabulary, or rules of syntax. The first eight to ten weeks will center on grammar, with the rest of the semester left for Plato's *Crito* and *Apology*, read at a pace comfortable for a beginning student. The second semester will be devoted to Homer.

**ORGANIZATION:** There should be no exams in this course; grades will be based on the student's translation. The class will meet six times a week: three days reserved for student recitation and three days left for experimentation, reading out-of-the-ordinary Greek texts, workshops, etc. The average grade should be a B. Mr. Vacca assures us that equity and not the letter of the law will be the norm for grading. The course appears quite rigorous, a willingness to work is the only requisite.

**COMMENT:** Mr. Vacca will teach here next semester for the first time; he is young, interested and filled with many "exotic" ideas about how Greek should be taught. He has taught Greek at the University of Chicago and has a reputation for attracting students to his course. This course is a must for beginning classics majors, and should be a novel and soulful experience for nonmajors willing to expend the effort.

## Classics 11EX

### Elementary Latin I, 11MTWTFS

John Hritzu

**CONTENT:** This is a two-semester introductory course in Latin 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:** Mr. Hritzu uses the readings primarily for linguistic exposition and study. He also emphasizes their relevance to man's universal and contemporary problems with selections from St. Jerome, St. Augustine, and from Papal Encyclicals.

**ORGANIZATION:** Tests are given after every fifth chapter. They consist of three English-Latin and Latin-English translations and correction of 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, 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 33EX

### Reading Greek I, 10TTS

James Simonson, C.S.C.

**CONTENT:** The subject of this one-semester reading course will be selected books of the *Odyssey* and Hesiod's *Works and Days*. The class is usually small (two or three students), but all who have a facility for Greek are warmly invited.

**PRESENTATION:** There are no lectures; the main business of the class is student translation of the material. The emphasis of the course is on grammar rather than content.

**READINGS:** The total book bill should be less than \$5. *Works and Days* probably will be read from xeroxed copies; *Odyssey* will be in book form.

**ORGANIZATION:** At most there will be two tests, a midterm and a final. But since Father Simonson knows well the capabilities of the students, these are superfluous and sometimes done away with.

**COMMENT:** An excellent course: Homer, a universal favorite.

## Classics 63EX

### Roman Comedy, 11MWF

John Hritzu

**CONTENT:** The aim of this course is to define the *comica vis* of Plautus and Terence and their effect on Shakespeare in his *Comedy of Errors*. A facility in Latin is required, the course being a reading course.

**ORGANIZATION:** Homework will be daily preparation for the readings. The grade is based on classroom recitation, a midterm and a final exam. The tests include sight translations and questions about the authors' style.

**COMMENTS:** This should be a light course for the teeming horde of classicists, if Dr. Hritzu does not get sidetracked and keeps to the lecture.

## Classics 101EX

### New Testament Greek, 1MWF

Leonard Banas, C.S.C.

**CONTENT:** During the first semester of this two-semester course, concentration will be on grammar (morphology and syntax), with selected readings from the New Testament. Although there are no requirements for this course, the student should have a facility for languages; Greek, with its many forms and inverted style, tends to be more difficult than a modern language.

**READINGS:** The total book bill (not including recommended readings) should be about \$10. The three required books are *New Testament Greek, An Introductory Grammar* by Eric Jay, any Greek New Testament and a Greek dictionary. Recommended readings are *Analysis Philologica Novi Testamenti Graeci* by Max Zerwick S.J. and his *Biblical Greek*.

**ORGANIZATION:** The grade is based on three tests and a final exam covering points of grammar. Daily homework consists of translations from Greek to English and English to Greek.

**COMMENT:** This is a beginning Greek course and will entail

daily conscientious effort. Father Banas is well-read in classical literature, and is a concerned teacher who has offered his assistance even outside of class. In a course like this, interest and reward are directly proportional to the student's effort. An earnest student will find it interesting and enjoyable.

## Classics 150EX

### Greek and Roman Mythology, 10MWF

Francis Lazenby

**CONTENT:** This one-semester course is an excellent introduction to Greek and Roman myths. In addition, the course touches upon some of the religious and social aspects of these two societies.

**PRESENTATION:** Daily lectures are given to complement the readings. The class usually includes an uncredited oral quiz as well as a question-and-answer period to avoid any errors in the students' readings.

**READINGS:** Students use Gustav Schwab's *Gods and Heroes*, an easy reading collection of myths, and Rolphe Humphries' translation of Ovid's *Metamorphoses*. Both are paperbacks and the reading load is light and interesting. There are no requirements for this course.

**ORGANIZATION:** The final grade is based on two or three written quizzes and a final, all of which cover the salient points of the stories.

**COMMENT:** This course serves as a solid basis for English and classical literature, and is generally highly recommended. Dr. Lazenby's obvious mastery of the material makes for a fast moving, interesting and often humorous class.

## Classics 155EX

### Greek Archaeology, 10TTS

Francis Lazenby

**CONTENT:** Greek Archaeology is a survey of the major sites in the Greek world from neolithic times through the post-Alexandrine-Hellenistic age. Probable civilizations and their customs are conjectured from the finds at these sites.

**ORGANIZATION:** Slides of temples, pottery, coins, etc., are part of the daily lecture, and so daily attendance is strongly advised, since many slides are shown only once. Paul MacKendrick's *The Greek Stones Speak* is the paperback text. The three tests and the final exam are drawn equally from the book and the lecture, and test questions include textual material as well as identification of the slides. Each student is required to give one report a semester, on a pertinent topic, to last for about fifteen minutes.

**COMMENTS:** Although not a heavy course, Greek Archaeology is a rather thorough survey, a must for classic majors and something different as an elective.

## French 11

### Elementary French

#### Staff

**CONTENT:** French 11, like all elementary language classes, is a five-credit-hour course which meets six times a week. Because it is an introductory program, emphasis is put on grammar, daily drill in class, and lab attendance within and outside the course structure. At this time, several grammar texts are under consideration for next year, but nothing definite has been decided upon. A book of short stories and views on French culture and society will accompany the basic grammar. It is important to note that first emphasis is on listening comprehension and speaking with a gradual transition toward reading and writing ability. Grammar will be presented originally in action and is later defined by rules.

**PRESENTATION:** The course is divided into eleven sections (one

of them being open only to Angers candidates), each comprising about thirty students. It must be noted that teachers' names will be omitted from the small white course books at registration time this year, so that past confusion and overcrowding of some sections can be avoided. This year's staff will undergo some revision and there will probably be a half dozen native speakers on the staff in the fall.

**ORGANIZATION:** Grading is based on four departmental exams, worth a total of 40%; 35% on class quizzes, homework, and lab participation; and 25% for the final. A speaking proficiency exam, which all A and L students must pass in order to graduate, will be given only at the end of the second semester. There exists no curve for exams, which have been rated as fair, intelligent, comprehensive, and quite difficult. All teachers have equal grade standards and being a nice guy isn't enough for a good mark. It takes a lot of discipline on the student's part, and the teachers, realizing this, will help as much as possible in answering questions in class and supplementing their classes with cultural insights about France. During the course of the year, there are occasional short films, as well as the opportunity of seeing a French play on stage.

**COMMENTS:** Most of the students in French 11 will be sophomores simply fulfilling college requirements. Therefore there is the ever-present lack of enthusiasm of some students, which tends to annoy the more serious ones.

A note in passing: There exist two sections of Elementary French 12 for students who took the first semester course last spring, for transfer students, and for those who have failed the course before. Father Edward Shea, Lyons Hall rector, will teach one of these sections. His approach is different from that which is described above, being at times too quickly presented and requiring lots of translation. On the other hand, the remaining off-sequence section follows more closely the norms of French 11.

## French 21

### Intermediate French

Paul Duet, Dorothy Hart

The Modern Languages Department is offering three intermediate French courses next semester. Dr. Paul Duet and Miss Dorothy Hart will split the three in a ratio of one to two, and their specific section numbers will not be announced.

**CONTENT:** Intermediate French stresses equally the four basic language skills: understanding, reading, writing, and speaking. It presupposes a basic knowledge of the fundamentals of grammar, although these are reviewed at the outset of the course.

**PRESENTATION:** Both Dr. Duet and Miss Hart are sound bets for students seeking to solidify control of the language and enjoy it. Of the six weekly hours, four are spent in class, perfecting oral and reading ability in discussion and assigned text-work. Also, two hours weekly are devoted to lab work, with an emphasis on grammar and drills.

**READINGS:** One text for certain will be used next year, *La France: Une Tapisserie*. It serves as a source of usually worthwhile material for classwork. The second text now used may be changed. In addition, students usually are required to read one literary work. In the past, *l'Etranger*, by Camus, and *Vol de Nuit*, by Saint-Exupéry, have been used.

**ORGANIZATION:** The student will have no papers in this course, but four or five tests, plus a few quizzes, will doubtless provide enough to worry about. In accordance with departmental regulations, the final exam will account for 25% of the final mark and classwork, tests, and quizzes will determine the other 75% of one's grade.

**COMMENTS:** Because a fair number of C's are given in this course, no one seeking merely to satisfy requirements is advised to take it. Yet for those who desire to improve their background in French, the course is highly recommended. It actually will improve your French, and also, you will probably find the process enjoyable. This process is one of submitting yourself either to



the charming instruction of Dr. Paul Duet or to that of Miss Dorothy Hart, who many believe is quite charming enough, even without instruction.

## French 35EX French Literature I Paul Duet

**CONTENT:** This is a two-semester course particularly designed for those students who have taken the elementary French course here at Notre Dame and wish to continue their studies in that language. The course will attempt to study the major French writers and familiarize the student with their particular styles and contributions to French literature. This course does not purport to focus on any particular author. Instead it serves rather as a basis for more advanced studies in French lit.

**PRESENTATION:** Professor Duet normally begins the study of any particular author by lecturing on him and afterwards turning the class over to discussion. When studying any particular piece of literature, he normally assigns a section of it to each student in the class. The student is then expected to present a summary of that section to the class while also bringing out its basic themes. A large part of the success of the course will consequently be determined by the willingness of the students to respond.

**READINGS:** Because Professor Duet was only recently assigned to this course, he has not as yet decided which anthology will be used in the course. Students will also be expected to do outside reading from time to time in order to enhance their understanding of the particular writers being studied.

**ORGANIZATION:** Students can anticipate small papers on a rather regular basis. They will, of course, have to be written in French. Students will also be required to give oral reports. There will be at least two major examinations during the course of the semester. The average grade can be expected to be a "B."

**COMMENTS:** The student will find Professor Duet quite approachable and at all times willing to assist him should he have any difficulties. Any student who is a non-French major and wishes to improve his knowledge of both the French language and its literature should consider taking this course. It should provide him with a good understanding of the French people and the major influences on their way of thinking.

## French 157EX and (GR) 300EX 16th-Century Prose (also listed as Montaigne Seminar) Charles Parnell

**CONTENT:** This is a combination graduate-undergraduate course. All students will investigate, to a greater or lesser degree, the writings of Marguerite de Navarre, Calvin, Rabelais and Montaigne, with the last author receiving the greatest emphasis. Graduate students are expected to do a "voluminous amount" of research on Montaigne, as he represents the cornerstone of French literature and much of French philosophy. Prerequisites for the course should be obvious: reading, writing and speaking knowledge of French. It should be noted that the readings will be done in the original 16th-century French.

**PRESENTATION:** Dr. Parnell, though a specialist on Montaigne and Calvin, will probably lecture very seldom, preferring as he does to conduct his courses in seminar style. Each class usually has some predetermined topic of discussion, and Dr. Parnell is amazingly adept at keeping the discussion within earshot of its objectives. Never misinformed, Dr. Parnell loves to document what he says and will make use of such varied and graphic pedagogical tools as the "explication de texte," a *Guide Michelin*, and slides of important landmarks mentioned in French literature. This semester, the members of his Proust course were even initiated in their search for lost time with a ceremonial taking of *tilleul* and *petites madeleines*. It is a wonder that the Department of Modern Languages does not charge students a lab fee for this man's courses!

**READINGS:** In this course students will read the complete works of Montaigne, the major works of Rabelais, several of Marguerite de Navarre's *contes*, and at least one of Calvin's *traités*. Students are also expected to buy and to digest a small volume (an "*état présent*") on the French Renaissance; the book sums up all the important data and critical evaluations that have been gathered to date on the literature of that period. Dr. Parnell describes this book as "excellent." All the above books should be available in inexpensive editions.

**ORGANIZATION:** Professor Parnell will probably assign one or two short papers and give a long final exam. The topics he chooses for papers and exam questions are imaginative and demand thought rather than a sloppy proliferation of memorized facts and picky details. As a teacher, Dr. Parnell is demanding; as a grader, however, he is not, and he even likes his students to grade themselves. Among other things, of course, he has a passion for honesty.

**COMMENTS:** Dr. Parnell is a modern, down-to-earth version of the proverbial Renaissance man, and it is not at all surprising that he lists Montaigne as one of his favorite men of letters. If a student is to "get anything" out of one of Dr. Parnell's courses, he must be willing at all times to follow the latter's famed "antennae" wherever they may reach. But a word of advice: In addition to being incredibly "*ondoyant et divers*," Dr. Parnell's mind is also that of an educator, in the truest sense of that word. The Socratic method fails, of course, in the absence of attentive, responsive students. Thus, if you're alert, inquisitive and decently knowledgeable about 16th-century French, by all means take this course. If not, don't waste the "good doctor's" time.

## French 193 Twentieth-Century Poetry, 4MWF Charles Roedig

**CONTENT:** This course should afford the advanced student of French literature an opportunity to focus on the major French poets of the twentieth century. Professor Roedig will not approach the course from a historical point of view. Instead he will attempt to familiarize the student with each poet and his distinguishing qualities. The emphasis in this course will be placed on the poet's style as opposed to his dominant themes.

**PRESENTATION:** If this follows the format of Professor Roedig's past courses, it will be given on a seminar basis. He normally lectures on a particular subject and then directs questions to the members of the class. One of the major complaints of students is that Professor Roedig's classes are too structured. He definitely succeeds in covering the material which he chooses to study but not enough time is afforded for the students to discuss those particular aspects of a work which interest them. This course would surely be more profitable and students would be more responsive if Professor Roedig would allow more student participation in deciding what should be discussed in class. Students have remarked that Professor Roedig gives his finest and most fascinating courses when he attempts to relate literature to contemporary problems. Perhaps he should integrate such discussion into his classes more frequently.

**READINGS:** The students will be expected to purchase *Le Livre d'Or de la Poesie Francaise* (Pierre Seghers, \$1.95), *The Penguin Book of French Verse* (Anthony Hartley, \$1.25), *French Poetry from Baudelaire to the Present* (Elaine Marcks, \$.75), and *Mid-Century French Poets* (Wallace Fowle, \$1.45). In addition, one other paperback along with *L'Art Poétique* (Pierre Seghers, \$6.50 — purchase optional), will be employed during the course. If this book list in any way compares to the excellent one which Dr. Roedig has selected in the past, then it is assuredly more than adequate.

**ORGANIZATION:** Professor Roedig normally requires several reports (one of which must be presented orally) during the course of a semester. He gives a final examination which is quite comprehensive. A student's grade is also determined somewhat by his participation in class. The grades in the past have normally been A's and B's.

COMMENTS: Professor Roedig has an exceptional insight into French literature. However, he often hides this by placing too much emphasis on semantics and structure. If he would allow this course to take on a more relaxed and informal atmosphere, it could easily be one of the best in the entire university.

## German 11, 21 Elementary and Intermediate German Staff

CONTENT: The Elementary Course devotes the entire first semester to teaching German grammar rules to students with little or no high school background in German. Those students who have had two or more years of German in high school should start with the Intermediate Course. This course begins with a review of grammar, but places greater emphasis on readings and discussion.

PRESENTATION: The following teachers will teach Elementary and Intermediate German next year:

*Mr. Felipe*, a current French teacher, will be an Elementary German teacher next fall. He is quite dedicated, but a strict grader who goes exactly by the University curve. Mr. Felipe gives announced quizzes every ten days, prepares the student well for Departmentals and has a good knowledge of his subject.

*Mr. Wimmer* has the personality to make a grammar course come alive. He gives quizzes about every ten days, but these are always fair and he never seems concerned about the prevalence of high grades. Mr. Wimmer is easy to work for, able to establish a natural rapport with his students, but gives a heavy work load.

*Mr. Klawiter* is a very personable teacher who knows his subject well. He gives written exercises every night and quizzes once a week to his Elementary students. These quizzes tend to be rough, but the grading is fair. Mr. Klawiter gives only a couple of quizzes per semester to his Intermediate class.

*Fr. Broestl* makes his course amusing with funny stories and jokes and is recommended to the student who wants a painless way to satisfy a requirement. His manner is relaxed, his presentation not very serious and his grading very lenient. He gives very few quizzes and tests. In the fall, Fr. Broestl will teach German 12, the second semester Elementary Course.

*Mr. Morrow* gives quizzes on vocabulary and grammar, is very informal in his presentation, but very interested in each student. His work load is extensive, but his grading is fair. He gives a lot of written work the first semester but his personality keeps the class from being boring.

READINGS: For the Elementary course, the current text, *Deutsche Sprachlehre für Ausländer* (\$3.50) will probably be used again next year. The Intermediate Course uses two readers which will probably be *Deutsches Literatur Lesebuch* and *Quellen und Darstellungen*.

ORGANIZATION: As was discussed above, each teacher has his own policy on the frequency of quizzes and the amount of written homework. In all classes, two departmentals and one final exam are given and generally the final counts 25%, the departmentals count 25% and the quizzes, homework, and class participation count 50%.

COMMENTS: The German Department is small, but the teachers are dedicated. German is not an easy language so those students who are looking for an easy five credits would do well to stay away from German.

## German 33EX Practical Reading, 11TTS Laurence Broestl, C.S.C.

CONTENT: This course will be concerned with selected writings from all periods in German literature including the twentieth century. There will be a variety of writings discussed — plays, short stories and novels by various authors. The student should have had Elementary or Intermediate German.

PRESENTATION: This will be a seminar course in German readings, conducted entirely in German. Fr. Broestl will not lecture, but rather will attempt to lead the discussions by suggesting various topics for consideration.

READINGS: As of now, no formal reading list has been prepared, but the readings will be fairly extensive and not very expensive. Most will be taken from reclaimed editions so the student will be able to build a cheap but good library. The total book bill will be about \$6.

ORGANIZATION: There will be one or two short papers based on the readings and these will be written in German. Topics will be handed out and these papers (plus class participation) will count 50% of the final grade. The other 50% will be made up of a mid-term and a final exam. Fr. Broestl is not known as a hard grader, so the average final grade will be at least a 'B'.

COMMENTS: Fr. Broestl is very personable, and not very difficult as a teacher because he does not demand very deep thought. The work he assigns will keep you busy (if you choose to do it) but is not very extensive. Although this will be a seminar course and thus depend a lot on the students themselves, the student will probably find that it is a painless three credits. Math majors, are you listening?

## German 35EX German Literature I, 2MWF Albert Wimmer

CONTENT: This is a general survey course in German Literature from early times to 1800. Because the readings, lectures, and discussions are conducted in German, the student should have had at least a beginning course. The students taking the course this year were all in Innsbruck — this is not a prerequisite, but helps make the work easier.

PRESENTATION: Mr. Wimmer is always well prepared and attempts to put all writings discussed into their historical perspective. Lectures and discussions are conducted in German, except in moments of extreme frustration, but discussion is also sometimes hampered by the students' lack of background. Although only three cuts are allowed, most students would come anyway because the lectures are always interesting and worthwhile.

READINGS: The readings are extensive, but not impossible. One can expect approximately the same amount of reading as in the sophomore English Literature survey course, but this reading is in German. A German anthology is used as a text.

ORGANIZATION: Students can expect approximately five papers, none of which is over four pages. These are written in German, but Mr. Wimmer is more interested in ideas than in style and grammar. The only exam is the final, which is an objective test on the readings and discussions. The final grade is based on class participation, the papers and the final, but Mr. Wimmer is not out to get anyone. Average final grade will probably be a B.

COMMENTS: Mr. Wimmer's personality, his extensive knowledge of the subject matter, the relaxed atmosphere in class and his emphasis on learning (and not on grades) make this course interesting and enjoyable despite the work involved. The students interviewed would recommend this course to majors and nonmajors alike, but caution the prospective student to keep up daily with the work — otherwise the amount of reading becomes overburdening. This course is *not* recommended to the student who wants an easy three credits.

## German 163EX Goethe, 3MWF Albert Wimmer

CONTENT: This course is intended to offer the student a thorough study of the life of Johann W. Goethe, as well as the literary periods during his lifetime. Because all lectures and discussions will be in German, students should have had at least

two years of intensive German or the equivalent of German 35-36. Thus, the course is limited to juniors and seniors.

**PRESENTATION:** Although this course will be new in the fall semester, Mr. Wimmer's present students in other courses feel that his personality and extensive knowledge of Goethe will make this an excellent, but possibly difficult course. Mr. Wimmer is regarded as a very approachable man and well-prepared lecturer who attempts to keep a writer in his historical perspective while introducing modern connections.

**READINGS:** The reading list will be extensive and will include: *Insel-Goethe*, six volumes; *Goethe erzählt sein Leben* by Gerlach; *Das Zeitalter Goethes* by the Steins; *Lebensbeschreibung des Ritters Berlichingen*; 15 of Goethe's major works including *Werther*, *Hermann und Dorothea* and both parts of *Faust*.

**ORGANIZATION:** Papers in German and of moderate length (2-3 pages) will have to be submitted regularly each week. A final exam (which will not count more than 25%) will be given; other exams will depend on need and the size of the class. Mr. Wimmer is understanding, but not lenient with respect to style and grammar — he is interested mainly in good composition. His tests are fair and the emphasis will be on learning rather than on grades.

**COMMENTS:** Any course offered by Mr. Wimmer is usually an educational experience and this one promises to be no different. The atmosphere in class is relaxed, the work generally seems lighter than it is and Mr. Wimmer is a contemporary person. He is not afraid to be human and talk "off the subject," but he is not interested in the student who attempts to waste time by distracting the teacher. To consider taking this course, the student should have a serious interest in German and an above average reading ability.

## German 185EX German Humanism, 4MWF Randolph Klawiter

**CONTENT:** This course will be concerned with comparing and contrasting German Humanism with that in other countries. The emphasis will be on thinking and understanding, rather than on building an extensive knowledge of the German language. However, because some of the writings will be in German and the course will be taught as much as possible in German, the student should have had a beginning course and a survey course in German.

**PRESENTATION:** This will be a discussion course where Mr. Klawiter will not lecture, but rather will introduce and summarize themes from the books read. The discussions will be in German as much as possible, but probably will frequently lapse into English.

**READINGS:** Discussions will center around the book *Die Dritte Kraft* by Heer (about \$9), but other readings, available in paperback, will include: *The Prince* by Machiavelli; *Utopia* by More; *The Education of a Christian Prince* by Erasmus; *Der Ackermann aus Böhmen* by Saaz; *Four Last Things* by More; *Narrenschiff* by Brandt; and *In Praise of Folly* by Erasmus.

**ORGANIZATION:** There will be a 10-page paper every three or four weeks which may be written in German or English. These will count 50% of the final grade. A final, essay-type exam with thought-inducing questions will count 25% while class participation will count another 25%.

**COMMENTS:** Mr. Klawiter is a very personable teacher and is interested in inducing the student to think. He respects all opinions, but sometimes respects Klawiter's opinions most of all, yet the student who is willing to expend a little effort will find this course a significant experience. Mr. Klawiter tends to reserve his "C's" for the lazy student while giving the better grades to the students who perhaps are not as smart, but are willing to work and think. To obtain a good grade from Mr. Klawiter, the student should participate often in class discussions and hand in his work on time.

## Russian 11EX Elementary Russian Staff

**CONTENT:** This course provides an introduction to Russian as a "modern" language. As an introductory course, it necessarily stresses the basics of grammar — noun and adjective declension, verb conjugation, vocabulary development — and, secondarily, pronunciation and speaking ability. There are no prerequisites except a willingness to master such fundamentals. While the majority of students are Arts & Letters sophomores fulfilling their language requirement, all segments of the university community are represented.

**ORGANIZATION AND READINGS:** Structurally, the course rests on two bases: the single text (*Simplified Russian Grammar* — Fayer & Pressman, \$6.00) and the six-day class week. A lesson in Fayer, incorporating a short reading, grammar explanation and exercises is covered in roughly four days. Oral drills, question-and-answer treatment of the reading, and elaboration on Fayer's often sketchy presentation of grammar are utilized when appropriate. The two hours per week in the language lab, which makes use of taped readings by a native speaker, are designed to assist in vocabulary development and mastery of Russian pronunciation.

**PRESENTATION AND COMMENTS:** The Russian instructors have a definite format which coincides with the particular techniques of each professor.

Mr. Columbus has shown himself to be a more than competent instructor for this type of study. He is able and willing to take infinite pains in explaining and relating the fundamentals. Although he occasionally embarks on linguistic tangents, his detailed approach is quite effective. His knowledge of the Russian idiom, its linguistic foundations and the Soviet culture is extensive; the framework of the course, however, allows only for scant emergence of such interesting accessories of the language.

Sister Carey: Her course simplifies the learning process by rearranging the selected text material to make comprehension easier and having extremely well-prepared daily presentations. She is considerate of individual student problems and work loads in other courses.

Sister Cariveau: Don't cough or yawn in this class, do the scheduled assignments; try not to overcut, be ready for periodic vocal tests; and you will have a beneficial year. If nothing more — beware! She's hypersensitive about reactions to her jokes. Russian you will learn in a most unorthodox way.

## Russian 145 Survey of Russian Literature, 3MWF Aleksis Rubulis

**CONTENT:** All of the high points of Russian literature up to Dostoevsky are included in the initial half of the survey. The course requires an adequate working Russian vocabulary for both the readings and discussions. For the student who has done well in intermediate Russian (21-22), this course is the ideal follow up and is demanded of all Russian majors. A student who is poor in grammar should find the course frustrating.

**PRESENTATION:** The usual procedure involves a biographical sketch of an author up to the chronological time of the appearance of his work under study. A selection from the work is then read and discussed, followed by closing biographical remarks. Most selections are mimeographed by Mr. Rubulis and carefully footnoted.

**READINGS:** Mr. Rubulis shows good taste in his selection of readings. With such a vast, rich field from which to choose, he has taken the very best works, slighting those not as monumental only because time does not permit. The time allowed for completion of a given selection is quite reasonable and the cost of the few required paperbacks is minimal.

**ORGANIZATION:** The tests are well spaced and few (2 or 3), taking into account the readings and biographical lectures. They are primarily essay and test the obvious. Grades are based upon the student's individual effort and its relation to his ability. Mr. Rubulis is generous in assessing both.

COMMENTS: Mr. Rubulis is the focal point of the course. He is, at very least, a conscientious instructor and a remarkable human being. There is no timetable for the course and therefore, it and its instructor are extremely flexible.

### Russian 194EX Dostoevsky, 2MW4 Joseph Gatto

CONTENT: The major novels and more than half of Dostoevsky's short stories and novelettes.

PRESENTATION: The class is handled rather like a seminar; the professor does not lecture, he directs the discussion which is initiated by one or two students who deliver a thesis on the book which has been assigned for that particular day. Each student is required to submit a paper (the thesis delivery) for a grade. Professor Gatto links the respective works and explains the development of the author's style and thought. He gears the discussions to analogies of Dostoevsky's time with the present political, social, philosophical situation.

ORGANIZATION: No tests or final. Each student is required to present a paper on the novel or short story from the syllabus. Furthermore, while the professor does not take roll, each student is expected to attend class and participate in the discussions. In short, the student gets out of the class exactly what he puts into it.

READINGS: *Crime and Punishment*, *The Brothers Karamazov*, *The Possessed*, *The Idiot*, *House of the Dead*, *The Double*, *Notes from the Underground*, *Poor Folk*, "Peasant Marey," "The Christmas Tree and the Wedding," "White Nights" . . .

COMMENT: The atmosphere of the class is casual and comfortable which leaves the student at will to be as lazy or scholarly as he pleases. The emphasis is on independence and taste on the part of the student. The result is interesting and provocative discussion of issues which are as important now as they were in 19th-century Russia.

### Russian 237 Eastern European Literature, 4MWF Aleksis Rubulis

CONTENT: The course consists of a survey of East European Literature. Such countries as Poland, Hungary, Yugoslavia, Ukraine, and many others are included. Poetry and short stories are the literary forms which are examined. Novels are avoided since there is a wide range of material to be studied and Prof. Rubulis does not press his students with excessive reading. There are no prerequisites for the course. Students from all colleges are welcome.

PRESENTATION: Professor Rubulis lectures from a set of well-organized notes. Class discussion is encouraged. The lectures serve to clarify and elucidate any ambiguities in reading material. Prof. Rubulis not only elaborates on the literary history and significance of a nation, but also presents a valuable cultural and historical introduction. Thus the course offers an excellent opportunity for students to become knowledgeable in an area that is presently obscure, although pertinent, to most Americans.

READINGS: Students read representative samples of poetry and short stories of the most significant authors. There is no textbook, and reading material is presented to the students on mimeographed sheets by Prof. Rubulis.

ORGANIZATION: A midterm and a final form the basis of one's grade. The exams are extremely fair and cover only the most significant literature that has been studied. The final is not cumulative. Students generally respond enthusiastically to the course; consequently, grades are usually high. Last semester's average was 3.5.

COMMENTS: Prof. Rubulis is a versatile and extremely interesting personality. Even though taught at 4:00 p.m., the course

never lapses into boredom. Many interesting anecdotes of Prof. Rubulis add valuable insights into the situation of Eastern Europe under Communism. Certainly it is a course that can truly be of value to all.

### Spanish 11 Elementary Spanish II Staff

CONTENT: Elementary Spanish is a five-credit-hour course with an emphasis on constant class drilling and lab work. Written assignments are infrequent in this course which has a degree of speaking proficiency as its goal. Most of the students are in the course to fulfill Arts and Letters college requirements, though the sections are open to all interested.

PRESENTATION: The size of the eight sections in the course ranges from 15-30 students. Mr. Thomas O'Dea heads up the highly centralized department, and despite a reduction in the number of teachers this semester, the department's affairs seemed to be fairly efficiently run. Mr. O'Dea (more than the other teachers) takes an interest in his students' progress, and makes a special effort to be available for extra help. This practice helps to compensate for his frequently inadequate presentation of new or difficult material. On the whole, both professors and assistants make an effort to speak Spanish as much as possible in class, and last semester have succeeded in their attempt.

READINGS: The text used in the course leaves much to be desired. Besides being somewhat accelerated, *Contemporary Spanish* (Lado and Blansitt) is poorly organized and frequently inaccurate. In the fall semester assigned reading was done in *Panorama de las Americas* (Crow and Crow), and in the spring semester the slightly inferior *Panorama de la Civilización Española* (Ugarte) was used. The latter book is read in segments throughout the semester and sufficient time is given to complete the assignments.

ORGANIZATION: Grades are based on four written, four listening, and four *Panorama* departmentals which take place at two- to three-week intervals, a final written and a final spoken proficiency. Twenty percent of the final grade rests on written exams, 20% on listening comprehension tests, 20% on the *Panorama* quizzes, 5% on class quizzes, 5% on quizzes based on movies shown in the labs (none were given this past semester), 25% on the final written and speaking proficiency exam (the latter of which must be passed to graduate from the College of Arts and Letters), and 5% on what Mr. O'Dea chooses to call "enthusiasm." Two semesters ago, there was a curve since the test grades for many students tended to be rather low. Last semester, a number of students encountered difficulty. Most of these problems were attributable to the fact that this year the department is proceeding at twice last year's pace.

COMMENT: Those looking for an "easy language" to fulfill the department requirement should not choose Spanish.

### Spanish 35 Spanish Literature I, 2MWF William Richardson

CONTENT: This course begins with an examination of the Cid and continues to the Golden Age of Spanish literature, concluding the first semester. The second semester brings the student up to the contemporary area of literature. A knowledge of the language equivalent to Spanish 11-12 is a prerequisite. The course is intended to be a survey, and yet some works receive more attention and study.

PRESENTATION: The professor is very knowledgeable concerning anything in Spanish literature. His lectures are quite interesting and very informal, encouraging discussion to a great degree. A philosophical approach to evaluating literature and literary characters seems to draw students into the discussion.

READINGS AND ORGANIZATION: The text used is an anthology, *Panorama de la Literatura Española*. In addition, four or five



## JOSEPH GATTO

The most acute adjustment a student must make at Notre Dame lies within his shell; the most difficult facets of Dr. Gatto which his students must overlook are his flair for colorful turtlenecks and his Garry Moore haircut. While some professors are known for their mannerisms, actions or pit stops between classes, Joseph Gatto's fame as a concerned instructor is contained within his personality and his intimacy with his students. One student may consider him a perfect substitute for *Laugh In's* "Big Al"—some guys just don't understand people; still another may see him as a verbal Houdini—rash judgments. Basically, Professor Gatto knows his dictionary and thesaurus as a companion, and

manages to turn his opinions into theories without any backlash. Because of this feature, he has the ability to reach his students.

Dr. Gatto came to Notre Dame in 1963, after receiving his Ph.D. from Indiana University, directing a student summer program in the Soviet Union, and chairing the Russian department at Emory College. Seeing the numerous possibilities of Notre Dame's Russian department, Dr. Gatto became the head of the Russian section of the Modern Languages Department, and he has since contributed to and assisted in the program of expansion and development.

Compared to the four courses, 50 students and three instructors of six bygone years, our Russian department now offers to 300 students a choice of eight undergraduate courses and a six-man faculty. With plausible optimism Dr. Gatto foresees still greater expansion and a larger enrollment in the proposed literature and language courses. He has commented on the popularity of Soviet writers among today's young adults (oriented to a collegiate environment) and emphasizes that the interest lies in the "individualism" of the new school writers: a concept known to attract the attention of open-minded, aware American youth. The best way for pseudoscholars to appreciate the psychological attitudes of these Soviet contemporaries involves the tracing of the patterns, influences, and reactions to the various movements throughout Russian letters and history.

Professor Gatto is prepared to supply his students and all interested parties with the background needed to investigate modern Soviet literature, yet he hesitates in proceeding any farther. He is concerned with the changing relationships between instructors and students, and often finds himself adjusting to meet the demands of today's students. Although his humor and wit occasionally carry the class off on a tangent, his academic standards are towering and his belief—the student has the ability to pace himself to complete the assignments—cannot be swayed. With his main objective being the stimulation and creation of an atmosphere enticing the undergraduate to pursue mental expansion, Dr. Gatto places modern scholasticism on a pinnacle.

In fact, consider one essential experience monumental in value for every Du Lac student, and decide upon a course with a professor concerned with the individual. Dr. Gatto is concerned. Don't be satisfied with rudiments and antiquity. Not only will a student partake in "soul-searching," but satisfaction will arise from the reading, evaluating and discussing of such contemporary writers as Yevtushenko, Kazakov, Nagibin, and Voznesensky. To the student's amazement and completely free of charge, conversation will include an analysis of the Nixon administration, the prospects of the rejuvenated Chicago Cubs, and (if he's lucky) the truth about Marlene Dietrich.

works are given special attention and must be read. They are available in paperback. Two tests, a midterm and a final, are of the essay variety. One or two medium length papers are also required. Much of what appears on the tests is taken from the professor's lectures.

COMMENTS: The course is valuable for both majors and non-majors. The class is conducted in Spanish to the degree of the students' ability to converse in the language. Students must let the professor know if the pace of the class is too fast or slow. The professor is very flexible in helping students to meet the requirements of the course, and no student should hesitate to seek his advice. The student should attend the classes for their interest and make an effort to promote challenging and controversial discussions in order to realize the subject's full value.

### Spanish 37 Latin American Literature I, 4MWF Thomas O'Dea

CONTENT: This is a two-semester course. The first semester takes the student from the initial documents of exploration to the romantic novels of the 19th century. The late development of the novel in Latin America (1816) brings into focus documentaries dating from the colonial period and relating to the life style of the various viceroyalties. The Latin American revolutionary movement is also examined in detail.

PRESENTATION: The professor will use lectures to introduce various literary periods, and the works themselves will be treated in class discussion. Class is conducted primarily in English, but may at any time shift into Spanish. A reading and understanding proficiency of Spanish is a prerequisite and may be satisfied by at least Spanish 11-12.

READINGS AND ORGANIZATION: The course centers around readings, about two-thirds of which are in English. The professor is noted for his long reading lists. Most of the works are interesting. It appears that the course will depart from an anthology it has used in the past, and rely on the fifteen or so works. There are two or three tests, and they vary from essay to objective, although the essay holds sway. There is one term paper, and it is to be written in Spanish. The professor employs a syllabus, but it can be modified if the situation dictates.

COMMENTS: This course can be valuable for majors and non-majors. The professor is attentive to the students and any suggestions they may have. There is no doubt that the course demands a large amount of work, and yet students agree that the professor's dedication to Latin America and teaching the course makes the class an enjoyable experience. The professor encourages serious analysis of literature and not a routine consumption of facts. The small size of the class allows active discussion, and the professor relies on a student's participation in evaluating his performance.

### Spanish 103 Latin American Seminar I, 4TT6 Thomas O'Dea

CONTENT: This is the first time this course is being offered. It is a two-semester course intended for juniors, although seniors will be admitted for the first year. A knowledge of Spanish equivalent to Spanish 11-12 is a prerequisite. A survey of the literature of several Latin American countries is intended. Three countries a semester, including Brazil, Argentina, Chile, and Mexico, will be discussed in light of the six disciplines.

PRESENTATION: The class will be a seminar. The class meetings will be flexible. The professor is adept at drawing his students into a very active participation without imposing himself upon the outcome of the discussion.

READINGS AND ORGANIZATION: The reading list will average a book per week. It is probable that each student will be asked to prepare a paper taking a stand on the theme of a particular work of his choice, and to present that paper to the class for criticism. There will also be two examinations, a midterm and a final, of the essay type.

COMMENTS: This is a new course, and yet courses similar to this one have been given by the professor in the past with success. Students agree that the classes are informal, that the reading lists are interesting, and that the logical reasoning demanded by the theme paper is a good developer of sound literary criticism.

### Spanish 182EX Generation of 98, 4MWF Henry Carter

CONTENT: The course attempts to examine a Spanish literary period which grew up out of a genuine concern for the state of the Spanish nation after the Spanish-American War. The decadence of the once great Spanish Empire obsessed the minds of several writers and artists, who were not united by any physical pact but by common feelings arrived at coincidentally.

PREPARATION AND READINGS: There are several texts in Spanish. They cover the writers and artists of the period. Examinations will take the form of written reports accompanying the texts. The final is either essay or a book report. All reports are to be written in Spanish. Therefore a prerequisite of the course is a reading and writing proficiency in the Spanish language.

COMMENTS: The professor is an expert in all fields of Spanish literature and language development. His classes are extremely interesting and informal. Many questions are directed to the class, and the student is allowed ample time to solve a problem by himself. A valuable course for major and nonmajor alike.

# Music

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## Music 11 Music Theory I, 9MTTF Charles Biondo

CONTENT: This is basically a course in elementary theory with some ear training. It is required for music majors but is also a good course for those nonmajors with a musical background.

PRESENTATION: Lectures are informal and questions are always in order. The course moves at the students' pace but the lack of a definite lesson plan weakens the course somewhat.

READINGS: The text this year was *Basic Principles of Music Theory* by Joseph Brye. For \$6.50 it was a good beginning book.

ORGANIZATION: Some work is assigned each night, usually requiring a minimum of 30-minute effort. There are three exams which are long but not hard. The final grade is based on these three tests and the homework. Average grade is B+.

COMMENT: The course could be improved by having a definite lesson plan, but is generally a good course which is well worth the effort for those interested in music.

## Music 33EX Music History, 2MF Eugene Leahy

CONTENT: This course is the same each year, alternating semesters of pre-1600 and post-1600 music. The fall semester course will cover the history of Western music from the Greeks to the Renaissance. The spring semester will cover from the Renaissance to the present. It is not necessary to take both semesters in order to appreciate one or the other.

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 39 Music Conducting, 11TT Charles Biondo

CONTENT: This is a two-credit course which consists of an analysis of scores and an introduction to the "art of conducting." One entering this course should have had training in Harmony and Ear Training. It is not essential that one know how to read scores before entering this course.

PRESENTATION: Dr. Biondo practices what he teaches due to the fact that he is presently the conductor of the Notre Dame Orchestra. He provides a very informal atmosphere in his classes. He is a very experienced man in the field of music and all music majors should, when given the opportunity, take as many courses as they possibly can from this professor.

COMMENT: The textbooks of the course vary from semester to semester. One can be sure, however, he will have a sufficient number of scores to analyze. All of these scores are then applied to the art of conducting. This is very essential to the music major but may be of little interest to those not seeking music as a major.

## Music 41 Music Composition Carl Hager, C.S.C.

CONTENT: Father Hager's composition course is set up on the basis of individual, private instruction with meetings arranged once a week at the convenience of the student. The format of the course is left quite open and will vary considerably with different students. In general, the student will compose and orchestrate one or more pieces of music under the guidance of Father Hager who will discuss, advise, and criticize the development of the piece at the weekly meetings. Although there are no absolute and invariable prerequisites for the course, the student is expected to have a thorough and working knowledge of music theory and, therefore, four semesters of theory are strongly advised as prerequisites.

COMMENTS: Father Hager is a published composer and in the course the student has an excellent opportunity to be exposed to his ideas and methods regarding composition. Father Hager has an excellent ability to transmit these ideas or to distill ideas from the student himself at this individual instruction level. The experience is well worthwhile for the students interested in composition.

## Music 43 Ensemble Robert O'Brien

CONTENT: Ensemble is the course title for the university concert band. It is a wind ensemble of approximately 45 members, chosen strictly for outstanding musicianship. The course is open to all undergraduate and graduate students of the university, and there is the possibility of cooperation with the St. Mary's music department for next year's concert band. Although the course is offered for spring, auditions take place in late November and the band begins rehearsing in December.

**ORGANIZATION:** Members of the band receive one academic credit (it does count in one's academic average). Grades are determined by one term paper pertaining to some subject related to the band (i.e., composers, periods of music, historical development of an instrument, etc.), and good performance with the band throughout the semester.

The band rehearses three times a week at 4 p.m. (Monday, Wednesday, and Friday) and plays for most university convocations, Washington Day ceremonies and graduation exercises. The biggest obligation of the season is the two-week Spring Concert Tour during spring vacation, averaging about 3,500 miles concentrating on one area of the country (East, Southeast, West, etc.).

**COMMENTS:** Participation in ensemble is a challenging and satisfying experience for the talented musician since it gives him a chance to use and further develop his musical skills. The band works on music from all periods and styles. For the musician of soloist caliber the band gives him many opportunities for solo performance on the tour (if he is acceptable under the dress and personal appearance code) and for the band as a whole, there is the satisfaction of performing some of the best in concert band literature.

## Music 50-55EX

### Private Lessons

Louis Artau, Dean Pedtke, Charles Biondo,  
Robert O'Brien, James Phillips,  
Patrick Maloney, C.S.C.

The music department offers private lessons to any interested and qualified students in voice and orchestral instruments.

Dr. Louis Artau teaches piano to all advanced piano students. He is assisted by Bill Smith, a graduate student studying under Artau, who teaches beginners. Both Smith and Artau are excellent but demanding instructors. Anywhere between 1-3 hours practice daily are required. Only the serious need apply.

Glee Club director Dean Pedtke teaches organ. Again, the course of study is very demanding. Practice facilities are available in O'Shaughnessy Hall on a scheduled basis.

Dr. Charles Biondo, violist with the South Bend Symphony, is the string instructor. Lessons are given on violin, viola, cello, and double bass. There is little opportunity to engage in string ensemble work which works against the student. Dr. Biondo also offers Music 26, String Techniques, designed to give a general understanding of the general principle of all string instru-



## CHARLES BIONDO

A familiar face to all who study music at Notre Dame is Charles A. Biondo. Affectionately referred to by his students as "Doc," Dr. Biondo teaches a variety of courses which are reviewed in this section of the booklet. A fine performer as well as teacher, Dr. Biondo is presently a violinist with the South Bend Symphony.

Dr. Biondo is somewhat a legend in his time. New students are always amazed when they first enter his class. When they sit down and their chairs squeak along the floor, "Doc" calmly walks over to the piano and plays them the pitch they had just sounded. His "perfect pitch" is also useful in the classroom as an educative device. He is capable of making a verbal analyzation of most records played in the classroom (while it is still spinning) and he is a fine ear training instructor.

Dr. Biondo also claims to have never missed a class since he has been here. Legend has it that one female violin student had no room in her schedule for violin lessons so Dr. Biondo volunteered to come in and teach her at 6 a.m. Fortunately for his students he does not demand his level of dedication from everyone.

What he does demand, however, is an interest in music and a willingness to apply yourself to his course. There is much to be learned from Dr. Biondo, but he will not hold your hand. Dr. Biondo feels music cannot be forced down a student's throat. To learn music one must love music and no one can make you do that.

A music major at Notre Dame has no choice but to know Dr. Biondo the man, as well as Dr. Biondo the professor. Many of his students feel that his presence alone makes up for many of the inadequacies in the music program here.



ments. The course is a necessity for music education majors and interesting for others.

Director of Bands Robert O'Brien is the brass instructor. Mr. O'Brien himself a trombonist, also teaches trumpet, French horn and tuba. Because he is forced to teach such a wide range of instruments, O'Brien takes a more general approach and tends to be more corrective than instructive.

Woodwind students study under Assistant Band Director J. S. Phillips. A fine reed player, Mr. Phillips often plays duets with his students, a fine device for improving intonation. Lessons are available on clarinet, sax, oboe, bassoon and flute.

Father Maloney, who performs quite often in the local area, is the voice instructor. Any student interested in improving his classical voice technique should see Fr. Maloney.

All courses are taken for 0, 1 or 2 credits, depending on the instructor. Grades are based on the student's progress.

## Music 60

### Music Organization

Robert O'Brien

**CONTENT:** The fall music organization course is the marching band portion of the university band program. The course is open to all undergraduate and graduate students of the university. Members are selected by music and marching auditions in September during Freshman Orientation (during the week before classes). It would be wise to contact the band office at the end of this semester to find out the audition schedule for the fall.

**ORGANIZATION:** Members of the band receive one nonacademic credit, with a grade of satisfactory or unsatisfactory (does not affect academic average) for each semester they participate in the program. During football season the band presents the pre-game and half-time shows; and when basketball season starts, the band plays "popular" music during half time. A rehearsal schedule is set up at the beginning of the marching season.

Members of the marching band may sign up for the second semester portion of the program, the varsity band. The varsity band is open to all university students with no audition required. The credit and grading system is the same as marching band. The varsity band continues to play at the basketball games, has several spring lawn concerts and possibly a trip on St. Patrick's Day for a parade. This year they went to Cleveland. A rehearsal schedule is posted, which is usually Tuesday and Thursday at 4 p.m.

**COMMENTS:** Participating in the university bands is a very worthwhile experience. The bands provide an enjoyable break from the daily grind of classes and study. There is satisfaction from helping put on a good performance and there is spirit in the band (witness the band at pep rallies) which make the band a close-knit group. To anyone interested, it would be good to go to the band office for more information.

## Music 61EX

### 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.

**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 63EX

### Classical Masters, 11TT

Daniel 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 are 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 64EX

### Introduction To Opera, 10TT

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 100EX

### The Meaning of Music, 1MWF

Carl Hager, C.S.C.

**CONTENT:** This course deals with the music of the past few centuries. The primary emphasis is on the study of the structure of music in order to be better able to understand its meaning. Many of the major composers of Europe and America are studied. The course is open to all upperclassmen.

**PRESENTATION:** Father Hager mixes lectures with the playing of records. The amount of discussion depends on the amount of interest which the students show. This semester the course met

on TTS with the Saturday class being an optional discussion section. Next semester the class will meet on MWF and the discussion will go on during all periods. There will be no optional period. Father Hager presents the material very clearly and the records are very helpful.

**READINGS:** There is an optional outside reading textbook, which may become mandatory next semester.

**ORGANIZATION:** There is a midsemester and a final. The tests are on the lecture material and are not overly difficult. In addition the student must keep, and turn in, a notebook which includes reviews of three concerts.

**COMMENTS:** This course has great potential. Father Hager is willing to delve as deeply into the music as the students are willing to go. The whole emphasis of the course is on learning and practicing how to get meaning from the music which is listened to. No musical background is needed but interest is helpful. The course will be as good as the students are willing to make it.

# Philosophy

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## Philosophy 42A

### Systematic Metaphysics, 9MWF

Joseph Bobik

**CONTENT:** Systematic Metaphysics, described as "a critical discussion of some major contributions to the systematic metaphysical thinking of the Western world." There are no prerequisites.

**PRESENTATION:** Dr. Bobik usually lectures twice a week, and leaves one day a week open for the class to be broken down into small groups which are tutored by Bobik's TA. Dr. Bobik's TA deserves some comment. These past two semesters, it was John Carpenter. There is no assurance as of yet that Carpenter will be with Bobik next year, but one can only hope so, for he alone is worth the price of admission. Carpenter is well aware, as is Bobik, that metaphysics is an exceedingly complex discipline not, on the surface at least, necessarily having any one-for-one relationship with the real world. But Bobik nevertheless conscientiously attempts to reduce the subject to digestible bits of information from which one can build a whole world view. Carpenter on the other hand realizes that the whole idea of reducing metaphysics to bits digestible to the average junior who is in the course for no other reason than that he has an unfulfilled philosophy requirement, is nothing, if not absurd. But at the same time, Carpenter is digging all this, and so he just throws out these hairy metaphysical concepts and lets the chips fall where they may. He's cool, really.

**READINGS:** The four or five paperbacks you have to buy are very useful for coming up with key phrases, especially because Bobik outlines the specific pages useful to the course. He also provides mimeographed outlines on occasion, which are extremely useful.

**ORGANIZATION:** Two tests plus a final. Inconsistent degree of difficulties. Which is to say, Dr. Bobik on the first test usually overestimates his students' ability to absorb metaphysics. And on the next two, he compensates for that basic inability, so the tests are more reasonable. Dramatic improvements from the first to the third test are heavily weighed in making the grade. The test grades are *not* averaged out, usually. The average final grade was between B and C.

**COMMENTS:** If you really want to learn what metaphysics is all about, take the course, because Bobik has an excellent grasp of the subject, and structures his classes meticulously.

However, we had not run into one person at the time of this writing who had actually wanted to learn about metaphysics. He was there, by and large, because he had to be. If that is your condition, there are many other courses that are more entertaining.

## Philosophy 42A

### Systematic Metaphysics, 8,9TTS

Father Boyle, C.S.C.

**CONTENT:** Fr. Boyle's systematic metaphysics course deals with the Aristotelian approach to the discipline of metaphysics. The course is divided into three sections — each about three weeks long. First, the problem of metaphysics, the problem of the one and the many; after one becomes convinced of this, the solution to the problem via the composition of every finite being; lastly, activity and change as experienced by finite beings. The existence of God is a conclusion of the course.

There are no prerequisites for the course. It is a required course for those in the College of Arts and Letters. The class is comprised of about 98% juniors and 2% seniors, mostly arts and letters intents.

**READINGS:** Fr. Boyle's presentation is clear and organized and usually there is a little overlap from class to class to preserve the continuity of the thought. There are no discussion groups, as such, but Fr. Boyle answers *all* questions willingly and usually clearly. There is one book for the course (a \$6.95 copy of *First Philosophy* by Kreyche) which is used only to drive home the points brought out in the lecture.

**ORGANIZATION:** Two tests are given throughout the semester plus a final. One test after each of the first two sections of the course. The tests are usually five questions (essay type) which are based completely on the notes. The whole 50 minutes is given for the test. An understanding, not a parroting of the notes, aids in the acquisition of a good grade.

There are no papers or projects. The final grade is based on the three tests and on class attendance. Fr. Boyle requires attendance at *every* class. He feels the continuity of the course is upset if students cut *at all*. Absences hurt the final grade. There is a fairly equitable distribution of A's, B's, and C's with relatively few D's and F's; again attendance plays a major role in grade determination.

**COMMENTS:** It is a worthwhile course as far as required courses

go. It's one of the few courses where there is actually a thread weaved *throughout* the semester and where deletion of one section of the course would make the other sections uncomprehensible.

Fr. Boyle's metaphysics course is *not* a hard course but does require the time in class and a couple hours' study for each test. In the evaluator's opinion, this is one of the better college-required courses.

## Philosophy 42A Systematic Metaphysics, 9TTS

John Donnelly

**CONTENT:** The course title is somewhat misleading, in that this course will not offer any systematic approach to metaphysics in the spirit of a Descartes, Spinoza, or Hegel, but rather will center around the writings of a number of classical and contemporary writers who have proposed various solutions to certain fundamental problems in metaphysics. Discussion will focus on the traditional questions of metaphysical investigation, centering on such problems as the proofs of God's existence, personal identity, the mind-body problem, immortality of the soul, free will and determinism, universals, appearance and reality, etc. The course will be comprised mostly of juniors, in fulfillment of that year's philosophy requirement.

**READINGS:** Readings treated in the course will consist of the following: 1) John Hick (ed.), *The Existence of God*; 2) Antony Flew (ed.), *Mind, Body, and Death*; 3) Bernard Berofsky (ed.), *Free Will and Determinism*; 4) Ernest Nagel, Richard Brandt (eds.), *Meaning and Knowledge*. The first three are available in paperback.

**ORGANIZATION:** The format of the course, as projected by Mr. Donnelly, will entail three lectures a week, students being free and encouraged to raise questions in class. There will be no term papers; emphasis will rather be placed upon a careful reading of the texts. Grades will probably be determined by two hourly exams and, of course, a final.

## Philosophy 42B Metaphysics and God, 2MWF

Robert Caponigri

**CONTENT:** Metaphysics and God is an apt introductory course into the discipline of metaphysics and is, in addition, a worthwhile survey into the nature of arguments for the existence of God. It is offered as an option in fulfillment of the one-semester junior year philosophy requirement.

**PRESENTATION:** Dr. Caponigri is currently conducting this course in "lecture and class discussion" fashion; however in the past he has attempted to involve more student participation through assigning students to prepare a topic and lead classroom discussions. Basically, an outline of this course includes the questions of modern man in relation to God; the nature of metaphysics; an examination of the classical arguments for the existence of God in the light of modern criticism; and, the God of metaphysics in relation to the God of Christianity. Dr. Caponigri supplements his lectures through distribution of mimeographed notes and various assigned readings.

**READINGS:** The required readings for this course are not "strenuous" at all: thirty pages a week is a reasonable approximation. Moreover, they are of secondary importance to Dr. Caponigri's lectures which go well beyond the opinion of any individual philosopher and provide the interested student with a wealth of historical perspective.

**ORGANIZATION:** Dr. Caponigri, during this semester, has designed his course so as to allow for three tests and a final exam. However, he has, in the past, conducted this course without any tests at all, substituting a five-page paper for a final examination. Attendance is taken every day. Dr. Caponigri also allows an extra credit paper during the course of the semester, and it is recommended that the student take advantage of this opportunity.

**COMMENTS:** Dr. Caponigri's course definitely requires effort on the part of the student if he is to learn anything concerning "metaphysics and God." At times it is difficult to follow and comprehend Dr. Caponigri's lectures, as his knowledge and mastery of the subject matter are, to say the least, overwhelming. However, Dr. Caponigri does not demand universal participation in class, and, hence, it is possible for the disinterested student to "get by" with a minimum of work.

## Philosophy 46 Introductory Philosophy of Science, 10TTS, 11MWF

Gary Gutting

Mr. Gutting is presently completing postdoctoral studies at the Louvain and could not be reached for comment regarding the course. But his background is worthy of mention. Mr. Gutting received his doctorate at St. Louis University where he concentrated on the philosophy of science. His postdoctoral work includes both phenomenology and the philosophy of science, the Louvain's strongest fields. His education, then, runs along lines somewhat parallel to Dr. Gerber, also of the Notre Dame philosophy. If similar educations are any indication, the course should be worthwhile.

## Philosophy 52EX Business Ethics, 1MWF

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 these 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 56EX Basic Concepts of Political Philosophy, 10MWF

Joseph Evans

**CONTENT:** The emphasis of the course is to get the student to think philosophically about the nature of political society and questions attending it. To this end the readings and lectures are most eminently suited.

**READINGS:** Though the readings are many, they are short, generally a chapter or two, and they are uniformly excellent, each providing solid insights which the student is expected to use in formulating his own thought. The cost of the texts is far less than their worth.

The lectures are on the assigned readings and other germane texts. The style is peculiar to Dr. Evans in that one feels

invited, like the reader of Descartes, to meditate along with the philosopher. It is most exciting and reassuring to be in such company.

The tests are opportunities for the student to share with Dr. Evans his thoughts on political society in the context of the readings and the lectures. Dr. Evans prefers that they be called "serious writing engagements" perhaps because they do not "test" the student in any of the conventional ways. There are no papers.

COMMENTS: Anyone who is at all well read in the various campus publications knows the esteem in which Joseph Evans is held. Anyone who has ever known him knows why he is so esteemed. This course is one of the reasons.

There is an ancient Chinese story about two fathers, each of whom gave his son a gift upon the son's departure into the world. The first father gave his son a fish, and with this gift the son ate for a day. The second father taught his son to fish, and with this gift the son ate for the rest of his life.

Joseph Evans is truly the second father to his students/sons. One comes away from his class not with a neat package of names and facts to be gradually forgotten, but rather with an insight into the philosophical process which will inform one's thinking for the remainder of one's life.

This course cannot be too highly recommended. Both philosophy majors and nonmajors owe it to themselves to experience the tutelage of Dr. Evans.

## Philosophy 82EX Phenomenology and Existentialism, 2MW4, 2TT4 Rudolph Gerber

CONTENT: This course traces the development of phenomenological and existentialist thought on the Continent through a representative sampling of the works of their major exponents. The variety of the readings would suggest a sort of survey course, but each thinker receives close and detailed, if not widely extensive coverage. There are no prerequisites, but a previous reading of William D. Barrett's *Irrational Man* would prove to be most beneficial.

PRESENTATION: As a lecturer, Dr. Gerber is more than adequate. He is well acquainted, not only with the primary texts, but also with the evidence of their effect upon the literature of the 19th and 20th centuries, and his constant references to secondary sources provide the student with a perspective of a philosophical trend whose effects are still being felt, if not fully comprehended. His lectures are well organized, and possess a balance of succinctness and clarity difficult to attain when dealing with Heidegger or Sartre.

READING: The projected reading list for the course is: Kierkegaard, *Fear and Trembling* and *The Sickness unto Death*, Nietzsche, *Beyond Good and Evil* or *Birth of Tragedy*, Sartre, *Existentialism is a Humanism*, Marcel, *Being and Having*, Merleau-Ponty, *Selected Writings*, Heidegger, *Being and Truth*. All are available in paperback, and a careful reading of each is worthwhile.

ORGANIZATION: A term paper of ten to fifteen pages is required. There are three tests during the semester, the nature of which will probably be determined by the class. Beware of open-book, take-home tests, however; they require ample preparation and precise thought.

COMMENT: In the past, this course has been the most popular elective in the department, and justifiably so. The subject matter is interesting and pertinent, and Dr. Gerber's presentation makes it more than accessible. The course is to be recommended not only to those interested specifically in philosophy, but to literature majors as well.

## Philosophy 83EX Philosophy of Communism, 1TT3 Guido Küng

CONTENT: The content of this course includes the philosophical background of communism, the development of the movement

itself, and considerations of some aspects of modern-day communism. The main figures considered are Hegel, Feuerbach, Marx, Engels, Lenin and Stalin.

PRESENTATION: The philosophical background of communism is discussed first; this involves a treatment of Hegel, Feuerbach, and others whose thought and writings influenced Karl Marx. The development of the communist movement, as brought about by Marx and Engels, is the focal point for the bulk of the course. Ample time, however, is devoted to topics of current importance, such as communism in the satellite countries and the economic system of socialist and communist countries.

READINGS: In most cases, the readings are reasonably short and not excessively difficult; some of them deal with the writing of Marx himself and are taken from *Writings of the Young Marx on Philosophy and Society* (Easton and Guddat, ed.), some are taken from such contemporary works on communism as *Reason and Revolution* (Marcuse) and *Dialectical and Historical Materialism* (Stalin). These readings stay fairly close to the lecture material, supplementing those topics considered in the lectures. Other readings are taken from *Anti-Dühring* (Engels) and *Marx in the Mid-Twentieth Century* (Petrovic).

ORGANIZATION: The class meets twice a week for lectures, and splits up into smaller discussion groups for the third session. There are no tests except the cumulative final; one or two short quizzes may be given in the discussion classes. Three very short papers on selected topics from the readings are required. B is the usual grade.

COMMENTS: The lectures, while not overly dynamic, do cover the material fairly well, and Dr. Küng seems to do a good job of tying together the classical aspects of communism with its more current issues. The discussions are of practically no use. The discussion method may work for some courses of a contemporary nature, but this course does not concern speculative current issues to a degree large enough to benefit from discussion groups. A third lecture would be of greater value. On the whole, this course gives a reasonably good introduction to communism.

## Philosophy 94EX Philosophy of Law, 4TT6 Rudolph Gerber

CONTENT: This course studies the origin and theories of law. Included in this is a study of the theories of crime and its punishment. The emphasis is on the reasoning involved in a particular theory.

PRESENTATION: Dr. Gerber's presentation is good. His knowledge of the required texts and secondary sources is thorough and he can communicate his understanding. He is most interested in viewing both sides of an issue. Once this is done the student is free to decide the relative merits of an issue.

READINGS: Three books were required last semester: *The Nature of Law* by M. P. Golding, *Ideology and Crime* by L. Radzinowicz, and *Concerning Dissent and Civil Disobedience* by Abe Fortas. Their cost totaled eleven dollars. The books were certainly worthwhile. Golding and Radzinowicz provided an excellent basis to the course.

ORGANIZATION: Two tests and an in-class presentation were given last semester. The tests were open-book and take-home. A two-page limit to the answers encourages brevity and contributes to the learning experience of these tests. The in-class presentations were to demonstrate legal reasoning in court cases. Arguments for the defense and the prosecution as well as a verdict were presented on assigned cases. Students were pretty much free in their method of presentation.

COMMENTS: Dr. Gerber is an interesting, informed and versatile teacher. His concern for viewing both sides of an issue gives him a dispassionate manner. His method as a teacher is to present the material, clarify and help understand. The thinking is left to the students, and they must draw their own conclusions.

## Philosophy 101 Ancient and Medieval Philosophy, 2TT4

John Donnelly

**CONTENT:** The course will center on certain fundamental problems in ethics, epistemology, and metaphysics, raised by the great classical philosophers. The course will not be solely a history of ideas survey, but rather will attempt to formulate and clarify in contemporary philosophical jargon the fundamental problems of the philosophical enterprise, as raised by Plato, Aristotle, Aquinas, etc., in an attempt to enable the student to do philosophy in this tradition. A balance will be sought between scope and depth. This is a required course for all philosophy majors, but its enrollment includes a substantial number of nonmajors, and several grad students.

**READINGS:** Readings will include the following: 1) Irwin Edman (ed.), *The Works of Plato*; 2) Richard McKeon (ed.), *Intro. to Aristotle*; 3) McKeon (ed.) *Medieval Selections* (Vol. I & II); 4) Anton Pegis (ed.), *Intro. to St. Thomas Aquinas*. All are available in paperback.

**ORGANIZATION:** The course will consist of two weekly lectures, questions being encouraged in class. There will be no term paper for undergraduates, no quizzes, nor surprise tests. Basis for the final grade will be two hourly tests given during the course of the semester and the final.

**COMMENTS:** As implied in the title, this course is ambitious, attempting to cover some two thousand years in the history of philosophy. Emphasis will naturally be placed upon the major figures of Plato, Aristotle, and Aquinas. Mr. Donnelly will be a newcomer to Notre Dame this fall. He is presently completing his doctoral work at Brown University.

## Philosophy 104 Aristotle, 2MWF Michael Loux

**CONTENT:** Mr. Loux's Aristotle course will emphasize all but the ethical writings of Aristotle. The major emphasis of the course will be upon the categories, predication, nature, substance, identity through change, essences, and the matter-form distinction. At the end of the course Mr. Loux intends to examine the way that contemporary Anglo-American Aristotelians deal with the problems mentioned above. This course is open to anyone in the university but Mr. Loux assumes that those who take it are interested in Aristotle and have the inclination and capacity for a one-hundred-level philosophy course. There are no prerequisites.

**PRESENTATION:** Mr. Loux will be starting only his second year as a professor at Notre Dame when he teaches Aristotle; and since philosophy courses on individuals are offered only once every two years, his Aristotle course cannot be evaluated. Mr. Loux is currently teaching a course on Kant and this writer assumes that the in-class presentation of Aristotle will not differ too much from his classroom approach on Kant. The structure is the lecture, with frequent and often excellent class discussion carried on at a high level. However, Mr. Loux is always willing to clear up any points with students who may be confused. Mr. Loux has more than once said, "No question is mundane if you don't know the answer"; a statement representative of the infusion by Mr. Loux of a class mood that finds no one ill at ease.

The style of lecture presentation is exciting, to say the least. Mr. Loux is the theater of nature in his lectures. In making a point, he is often a storm, sometimes twilight calm, midday evenness, or spring vitality and joy. And, like nature, never boring.

**READINGS:** There will be a minimal amount of pages read. Instead of a heavy assignment load the course will study in-depth readings of just a few pages selected to represent the course's areas of concentration.

**ORGANIZATION:** Four or five papers of two to three pages will

probably be assigned. The tests will not be difficult for interested students.

**COMMENTS:** Since this course will not be offered again until Fall '71 or Spring '72, students interested in studying Aristotle in depth should seriously consider taking Mr. Loux's course. If Dr. Loux is as effective with Aristotle as he is with Kant, this should be one of two or three courses a student (if he's lucky) gets in his entire collegiate career that is a powerfully stimulating, truly great intellectual experience.

## Philosophy 124 Ethics, 10TT12 William Solomon

**CONTENT:** This course will most probably stress various normative thinkers on ethics in the history of philosophy. Plato will not be considered in depth. The first half of the semester will be spent on the practical thought of the Stoics and Epicureans, and a comparison of their respective ideas with those of Kant and Mill, particularly regarding views on virtue and pleasure.

**READING:** Readings for this half would include all of *Utilitarianism* and of the *Foundations of the Metaphysics of Morals*, as well as letters of Epicurus and a number of Stoic writings. The remaining time might be divided into two other parts; Nietzsche's *Genealogy of Morals* will be read, and he will be considered with respect both to his rejection of Christian morality and to the fundamental morality of his further proposals. If ample time still remains it would be spent on G. E. Moore's *Principia Ethica* and R. M. Hare's *Logic of the Language of Morals or Freedom and Reason*. Moore and Hare will be taken for their opinions on naturalism.

**ORGANIZATION:** This will be the third time Mr. Solomon has taught this Ethics course, and his handling of the material is more than adequate. Problems could arise should it happen, as it has, that too much free rein be given to discussion. Three papers of about ten pages each will be required on topics, generally quite good, chosen by Mr. Solomon. Several tests will be given during the semester in addition to a final. Grades will be not at all easy to come by; original thought and grasp of the material are required in evidence for the papers.

## Philosophy 126 Theories of Knowledge, 1MWF Kenneth Sayre

**CONTENT:** The usual population of "Theories of Knowledge" has been largely math-science people, with a fairly timid AL minority. The subject matter of the course doesn't explain this mixture adequately, but perhaps the comparatively rigorous analytic treatment does. One seeking the perfect senior slide schedule is well advised not to round it out with this number.

**PRESENTATION:** If you think doing philosophy is bringing up Camus in conversations about college sex mores, Dr. Sayre is likely to seem a bit ruthless. But if you come willing to invest attention and energy in sometimes dry but invariably worthwhile material, you will find Sayre quite competent and good-natured, even humorous if you're fast. And the experience comes off a challenging exercise in analytic thinking.

**READINGS:** Plato's *Theaetetus* and *Sophist*, Berkeley's *Three Dialogues Between Hylas and Philonous*, and Kant's *Critique of Pure Reason* (good luck) are all covered closely in class, supplemented by lectures on the pre-Socratics, early Plato, and Locke and Hume.

**ORGANIZATION:** As long as higher powers insist on grades, it is unfortunate that students cannot expect tests as intelligently constructed as Dr. Sayre's. There are three, they are extensive and fair, certainly no insult to the intelligence of the student, yet they confine themselves carefully to the subject matter.

**COMMENTS:** Being a serious student is both the necessary and sufficient condition for enjoying "Theories of Knowledge."



RUDOLPH J. GERBER

"If philosophy is to regain its noble position as guardian of the community's rationality, it must first rediscover the Plain Man." This quotation is taken from an article published by Dr. Gerber in a recent edition of *Commonweal*, and is revealing not only of Dr. Gerber's views on the status of academic philosophy, but also of Dr. Gerber himself. His face is just as likely to be seen (bearing just a trace of a smile) among the masses that comprise a Notre Dame pep rally as at a departmental colloquium on Thomistic ethics, and he smiles and declines to comment on a possible connection between a cancelled class and the fifth game of the 1967 World Series (which, it just so happens, was played in his home town of St. Louis).

In his two years at N.D. Dr. Gerber has inspired a noteworthy respect among students, a respect, it is safe to say, which will not suffer from the fact that he has recently bridged the gap to the "over-thirty" generation. In the relatively short time his Existentialism course has been offered, it has become one of the most popular electives in the department, a fact stemming not entirely from the pertinence of the course itself. Gerber brings with him a remarkable background (B.A., M.A. from St. Louis; M.A. in comparative literature from Columbia; Ph.D. from the Louvain—he has studied at Oxford, and has spent a year in the U.S.S.R. studying the Soviet penal system) which he utilizes to more than do his subject matter justice. His classes are well-organized, and his lectures, evidencing a clear and critical understanding of the material, are precise and succinct, without sacrificing a clarity difficult to achieve in trying to relate the obtuse metaphysical doctrines of a Heidegger or a Sartre.

Outside the classroom Gerber is soft spoken and highly personable. He has cultivated a habit found so rarely in the professors of du Lac, that of learning and using the first names of his students, and makes himself available for discussions ranging in subject matter from Merleau-Ponty to football—or a fast set of tennis.

Commenting on the student body, Dr. Gerber is "quite impressed" with the intellectual caliber as a whole, but feels that its collective social maturity has been impaired by the "almost seminary atmosphere" which seems to pervade this locale. "Perhaps confronting students with the responsibilities of cars, women, liquor, etc., might aid the development of a social maturity on the part of Notre Dame students."

Philosophy 131  
Symbolic Logic, 9MWF  
John Canty

CONTENT: Symbolic logic is an examination of some aspects and applications of both propositional and predicate calculus. Model and proof theory are thoroughly discussed. The emphasis is on a critical examination of the ways in which logical systems are developed and used, particularly in mathematics.

PRESENTATION: The presentation is good, although Canty, in his familiarity with the subject, often takes for granted a point not totally clear to the student. He never fails, however, to clarify the issue at hand when it is questioned. The lectures are

given on the text, and are taken from outside material when helpful.

Though Philosophy 131 and 132 are offered together, the student can derive considerable benefit electing to take 131 alone, as many have.

READING: The text used in both the fall and spring (Phil. 132) is S. C. Kleene's *Mathematical Logic* (Wiley & Sons, \$10.95). This may be changed next year.

The reading, though made more difficult by the frequent use of symbolism, is not excessive or inaccessible. It reads more slowly than prose, but the number of pages covered is far less than in an English course, hence the time spent reading is not excessive.

**ORGANIZATION:** There is homework assigned every other class period or so. There are two or three tests. The average grade, based only on tests, was a B last fall.

This course should not frighten anyone who feels that he might profit from an exposure to the workings of logical systems. It develops a critical habit of thought about an area of technical language which the student is unlikely to read on his own. Though it requires the flexing of some little-used mental muscles, it gives a critical facility which perhaps only logic and mathematics can.

**COMMENTS:** There are no prerequisites for the course. Freshman logic may be helpful, but it is by no means necessary. Students of many majors, including philosophy, mathematics, drama, engineering and modern languages have elected symbolic logic and done well.

This reviewer would take this course again, and would recommend it to both philosophy majors and nonmajors alike.

### Philosophy 141 American Philosophy, 9TT11 Cornelius Delaney

**CONTENT:** This course is intended to show how pragmatism views knowledge and how it approaches such pursuits as ethics and metaphysics. James' *Pragmatism*, Peirce's *Collective Papers*, and Dewey's *Essays in Experimental Logic* are required readings for this course. Dr. Delaney will lecture on Peirce and Dewey, and handle James in class discussion. His lectures are usually quite thorough and clear.

**ORGANIZATION:** There are no prerequisites for this course. The student will be graded on the basis of his performance in two tests, a final (which is not comprehensive) and a term paper of approximately fifteen pages on some question of interest in the course. The student will be expected to show a good comprehensive knowledge of the course material on the tests.

**COMMENTS:** Dr. Delaney's courses in the past have been well conducted and generally quite informative, although some have expressed dissatisfaction with the amount of work attempted. In any event, effort on the part of the student is required, and grades are not at all easy to come by. To all who are willing to expend the effort, this course should be a worthwhile experience.

### Philosophy 144 Analytic Philosophy Vaughn McKim

**CONTENT:** This course is a study of the development of analytic

philosophy from the time of Moore and Russell, and their immediate predecessors up to modern linguistic philosophy. Also, both the late and early Wittgenstein provides one of the major portions of the course. Among the readings and lectures for the course a number of significant essays by major analytic philosophers are considered, the emphasis being on the major points and philosophic historical significance rather than minute details. There are no specific prerequisites but some familiarity with philosophy and its major figures is extremely helpful. The spring class of 1969 was small (less than 10) and about equally divided between juniors, seniors, and graduate students.

**PRESENTATION:** The classes (spring, 1969) consisted mostly of lectures but questions were encouraged and *thoughtfully* answered. There was some attempt at discussing a few of the major essays on a seminar basis but these were ineffective because of what seemed to be the students' failure to prepare or to grasp the ideas of the philosophers' essays. The class was more effective with the lectures although their subject matter was often difficult and hard to follow. The difficulties in completely comprehending Dr. McKim's lectures could usually be solved, however, by reading the assigned essays and books and by reviewing one's class notes. Much of the material was difficult and had to be studied to be comprehended.

**READINGS:** The readings, although at times difficult, were very well chosen and an integral part of the course. The books consisted of two anthologies of essays in analytic philosophy, two histories of analytic philosophy, and a paperback by Wittgenstein, *The Blue and Brown Books*. Selected portions of the anthologies and the histories were assigned besides assigned material that was on reserve in the library. The quantity of reading was not great and the time to read it was sufficient but the material had to be covered carefully to be understood.

**ORGANIZATION:** A few short papers (3-5 pages) on assigned topics and a term paper on a student-chosen topic were required. Also a midterm and a final examination were given. Having only the results of the short papers it must be said that Dr. McKim marks fairly and does expect the student to have at least an introductory familiarity with the material. The final grade will be based on the papers and the two tests.

**COMMENTS:** This is a very good course and provides the student with a good opportunity to obtain a beginning knowledge of the analytic-linguistic tradition. It is a rigorous course but it should be considered by the nonmajor who does have a liking for philosophy. Dr. McKim's course enables a student to begin to appreciate a major segment of modern philosophy. It is indeed a worthwhile course but only for the student who is interested in philosophy and desires to learn about analytic philosophy.

## Psychology

### Psychology 31 Experimental Psychology I and Psychology I Lab, 2MWF, Lab W10-PM Paul Jennings

**CONTENT:** Experimental Psychology I is the first of a two-course sequence in experimental psychology required for all psychology majors. Consequently, the majority of the class members are majoring in psychology. The aim of the course is to acquaint the students with the elementary techniques and theory necessary in handling analysis of data common to the behavioral sciences. In effect, this first semester concerns statistical analysis as it is used in psychology and related fields. An acquaintance with algebra and math in general is helpful but not essential.

**PRESENTATION:** The lectures are well prepared, systematically presented and, by necessity, move at a rapid pace. The nature of the course does not lend itself to discussion. However, questions are welcomed and encouraged at any time.

**READINGS:** Final decisions on the text or texts have not been made.

**ORGANIZATION:** No formal examination schedule is followed. Two or three application and theory exams are given at the professor's discretion. Grades are awarded according to performance in the course as a whole. Sample problems involving application of techniques are provided.

**COMMENTS:** Experimental Psychology I is essential for those

planning to continue in psychology. For nonmajors, the value of the course is an insight into the theory and technique of the behavioral scientist.

Although Dr. Jennings moves too fast at times, failing to provide a broad overview, he compensates for this by devoting much class time to student questions. He frequently reviews material previously presented, and maintains a flexibility in his lectures which allows for student reaction. Dr. Jennings makes effective use of examples to illustrate application and technique.

## Psychology 32EX Experimental Psychology II, 2TT4

B. J. Farrow

**CONTENT:** Experimental psychology, a five-credit course, is important for anyone planning to go on in psychology. Its prerequisites are General Psychology and Experimental I. Emphasis is on gaining research skills, such as: learning to write-up actual experiments and learning to critically evaluate others.

**PRESENTATION:** Lectures, although important, are not the focal point of the course. They serve to synthesize the outside reading and the experiments being conducted.

**READINGS:** There is a major text—Underwood's *Experimental Psychology*, a minor text—Reynolds' *A Primer of Operant Conditioning*, and a moderate amount of outside readings. None of the reading is extremely difficult, but some can be boring.

**ORGANIZATION:** There are three exams and a final which concentrate on class notes and the readings, and four experiment write-ups. Also there is a term project that counts for one-third of the final grade, and is done in conjunction with a faculty member and a graduate student.

**COMMENTS:** This is a difficult and time consuming course, so one should resolve himself to work. Often experiment write-ups and exams fall close together, so well planned time can reduce the anxiety that inevitably develops. Dr. Farrow is very competent and presents his material well always leaving enough time for, and encouraging, questions.

## Psychology 101EX Developmental Psychology, 10MWF Susan Taub

**CONTENT:** The course examines the development of the human organism from conception to late adolescence. Aspects of development include physiological maturation, personality, effects of child-rearing techniques, and learning. The teacher wishes the course to be an opportunity for students from outside the department as well as majors to gain knowledge about children. General psychology is prerequisite. Most of the students taking the course are juniors and seniors.

**PRESENTATION:** Generally students felt that while lectures had good content a definite deficiency did exist in the cohesiveness of the material presented. In addition, the thinking on the part of some students was that the instructor spent too much time establishing her personal bias and that of her department in the treatment of the field. Discussion was advocated by the instructor but the manner of consideration of students' opinions turned off a large proportion of those interviewed. They felt that the teacher's reaction to views other than her own, while not overtly suppressive, discouraged further consideration of the student's point. Difficulty was experienced by students when attempting to draw all of the information together in studying for tests. Next fall the teacher is planning to increase the selectivity of her topic considerations in an effort to drop confusing material.

**READINGS:** The text used last fall, which came in for a good deal of criticism, will be changed by the instructor for next year in an effort to clarify the presentation. Students considered the other readings definitely worthwhile. The amount of reading will be shortened, with an attempt to get closer to basic research.

**ORGANIZATION:** Fairly heavy reading assignments from the text and reference materials should be anticipated. There will be three tests and a possible paper. The teacher will have as a part of the course the observation of some behaviors of a small child, to help the students have more of a feel for the subject.

The tests given last fall were criticized by students for ambiguity in the multiple-choice section and by a few students for particularism in the scoring of essays. The tests were hard and frustrating. Average final grade was a B minus.

**COMMENTS:** A student felt he had gotten a good bit out of the course and recommended it for nonmajors. One young lady who took the course found it interesting and definitely felt it a good course for coeds. Consideration should be given to the facts that last fall's class was the teacher's first experience with undergraduate instruction (formerly all graduate) and that positive changes have been made in her approach to her present personality course. Strong convictions on the part of the teacher do not make this a course for radical humanists or those repulsed by behaviorism.

## Psychology 104 Introduction to Physiological Psychology, 2TT Gerald Giantonio

**CONTENT:** This course provides a good and rather general coverage of the main topics of physiological psychology. Neuroanatomy and neurophysiology comprise the first part of the course. The second part of the course deals with sensory and motor functions with emphasis on vision and audition. The third part of the course deals with endocrinology, the limbic system, and the reticular activating system.

This course is pertinent to two groups, the upper-level psychology student and the premed student. Some background in biology and/or psychology is very valuable. This being a check mark course, the approval of Dr. Giantonio is necessary for admittance.

**PRESENTATION:** The lectures by Dr. Giantonio are unquestionably good. Obviously a great deal of time and thought go into them. The style of presentation is captivating and involving. He usually lectures on the topics in the text, but in greater depth and with a different emphasis. His style of presentation makes it easy to take good notes and these notes are essential for a better than average grade.

**READINGS:** Dr. Giantonio intends to assign two books next semester, a textbook and a book of readings. There will be a new text next semester, probably *Introduction to Physiological Psychology* by Leukel, costing approximately \$12.00. The book of readings will probably be *Readings in Physiological Psychology* by Stronge and Foster. This is a collection of studies costing about \$5.00. The assigned readings are not excessive but some consider them difficult.

**ORGANIZATION:** Dr. Giantonio proposes to have three or four tests plus the final examination. These tests, based on the text and the lecture notes, are about an hour and a half long and are half objective and half essay. They are tough and very comprehensive. No research is required but a paper on some topic in the area is required. This paper is to be "as comprehensive as time and the library allow." The final grade is based on this paper and the tests. Dr. Giantonio is presently teaching the course for the first time, but the estimated average grade probably will be somewhere between a C+ and a B—.

**COMMENTS:** This course is a must for any psychology major considering graduate school and except for premed students this course is not recommended for nonmajors. One criticism leveled at the course is that Dr. Giantonio attempts to put too much in-depth coverage into an introductory course. Another is that after he presents the material Dr. Giantonio puts the class on the spot to make further deductions. Some feel that this is anxiety provoking. However, most feel that this technique is an asset because it involves the class in meaningful interaction. Of the students who have taken the course some say it's tough, but all agree that it is invaluable.



## ROBERT FARROW



The first thing about the modern psychologist is that it is nearly impossible to pick him out in a crowd. Somewhere since that fateful day, September 23, 1939 (the day of Sigmund Freud's death in London, "De mortuis nisi bonum") the myth of gold-rimmed monocles, Viennese accents, and that curious indulgence in primitive desk ornaments has vanished (though some claim it's merely repressed), and in its place stands a diversified field of men and women making careers in every branch of industry, education, advertising, interior decorating, government, counseling, athletics, journalism, medicine, music, and public safety. But the second thing about the modern psychologist is that few people would really want to pick him out of a crowd, for by now, the popular stigma current in the pioneering days of psychoanalysis, which branded the "shrink" as esoteric or suspect, has dried up. Psychologists are recognized and accepted simply as the empirical scientists they present themselves to be.

Dr. Robert Farrow, a typical psychologist, and the acting head of the department, calls perception and cognition his main area, confessing too, a strong interest in statistics, which he teaches to undergraduates.

Farrow's interest in perception has him involved now in a bulky study comparing American and Brazilian students. A group of Notre Dame men and a comparable group from universities in Rio de Janeiro and Sao Paulo were given batteries of personality, autokinetic and perceptual tests. By analyzing the results, he will hopefully be able to trace out reward systems and identify environmental influences which make for an already observed difference in the intensity and selectivity of perceptions.

Dr. Farrow came to Notre Dame in 1965, with Dr. John Santos who founded the department. Before this, they had been colleagues at the Menninger Foundation. Farrow spent five years at this Institute in Topeka doing research after receiving his doctorate from the University of Texas.

One of the biggest things on his mind at the moment is the graduate program he and his department are setting up to begin in the fall. He is confident that the high level of sophistication and professionalism which now characterizes the undergraduate program will be further advanced by this move. He notes proudly that the closeness of the faculty to the individual students and the emphasis on genuine meaningful research, as opposed to the dry experimental exercises typical of most colleges, have made undergraduate psychology "more of an apprenticeship or research training." Graduate students will find a ready place on research teams alongside professors and college students.

Notre Dame students have impressed him, Farrow admits, referring especially to psychology majors, with their seriousness in the classroom and their dedication to learning. "We have high expectations and they meet them," he says.

Farrow sees the psychology department's interdisciplinary tendency moving mainly in the direction of sociology and economics, although one psychologist, Dr. Chris Anderson, has his hand in some physiological psychology with germfree animals at Lobund Laboratories. Psychology, he feels, will effectively confront social issues when it concentrates on its capacity to identify, analyze and interrelate relevant variables; and it will most help to solve them when it joins its findings with the contributions of other social sciences.

Dr. Farrow's work in the department and his related research in such areas as learning and mental retardation do not spare him much leisure time, but during vacations and the less hurried summer months he turns sportsman, hunting and fishing. He and his wife also have a decided penchant for antique furniture, but this hobby is tapering off since their house is already overstuffed with the objects of their discriminating taste.

So don't let the red beard fool you, it's not all leprechaun.

Psychology 111a  
Perceptual-Cognitive Processes, 11MWF  
William E. Dawson

**CONTENT:** This is the first time the course will be offered in the psychology department. It is also the first course to be offered by Dr. Dawson at Notre Dame. It will probably be offered regularly only in the fall.

I know nothing of the course content other than that of the title. Dr. Dawson is currently teaching at Harvard University. There is some doubt as to whether he will teach the course or whether the course will be offered at all. Dr. Dawson has been accepted as a new teacher in the psychology department. Though he has not yet signed his contract, the acting head of the psychology department is rather sure that he will teach here. The prerequisites for the course will probably be introductory or general psychology and experimental psychology. The course will probably be made up of junior and senior psychology majors, although nonmajors will probably be let in.

**PRESENTATION:** The faculty and students in the psychology department have been exposed once to Dr. Dawson when he spent some time presenting his research here. He was well received by both students and faculty. His material was good and his presentation of it was clear. His presentation, however, was in a monotone. Most students I know felt that they would like to take a course offered by him; although they realized that there was a chance of becoming bored.

I have no idea of what the course organization or readings would be. Under the circumstances I can only say that Dr. Dawson would seem to be a good teacher and that this course would seem to be attractive to psychology majors because there has been no real emphasis upon the subject matter in the past in the psychology department. It would seem to be worth the risk.

Psychology 121b  
Behavior Modification, 10MWF  
Thomas Whitman

**CONTENT:** Behavior Modification is a course in clinical application of psychological research findings, particularly in the area of learning theory. The emphasis is upon a behavioristic model of psychotherapy for retardate and neurotic symptomatology. Typical topics include current psychotherapeutic methods and their rationales, mental institutions, and patient-therapist relationships. The course is for juniors and seniors; the prerequisite is a course in experimental psychology. Abnormal psychology is helpful.

**PRESENTATION:** Classes are conducted in a seminar atmosphere and discussion is encouraged. Generally, the class discussions focus upon reading assignments. Occasional use is made of demonstrative films and tape recordings of therapeutic interviews and lectures.

Dr. Whitman's lectures are pertinent to the subject matter. As a practicing clinical psychologist, he is well qualified to present the course material.

**READINGS:** The readings are: B. F. Skinner, *Science and Human Behavior* (\$2.95); S. W. Bijou and D. M. Baer, *Child Development Vol. I* (\$1.35); S. W. Bijou and D. M. Baer, *Child Development: Readings in Experimental Analysis* (\$3.95); J. D. Frank, *Persuasion and Healing* (\$1.95).

All required texts relate directly to specific phases of the

course. In addition, readings in research journals are assigned occasionally. The reading load is distributed fairly well throughout the semester.

**ORGANIZATION:** One paper or research project done individually or in small groups. Two tests, one given early in the semester on basic principles, and a final, covering the bulk of the reading. The final is composed of essay questions demanding a thorough comprehension of the assigned readings. A study guide outlining pertinent topics is distributed a few weeks prior to the final. The final grade is based on the two exams (the final being more significant); the project, and degree of class participation (average final grade: B).

**COMMENTS:** This course is a worthwhile one for psychology majors, in that it applies the findings of scientific behavioral research which is the foundation of the psychology department.

The impetus of this course has seemed somewhat ill defined at times, but this is due in part to the relative youth of the field of behavior modification, and in part to the fact that there are too few publications of clinical research. But Dr. Whitman has consistently updated his courses in the past, and in this case he can only improve on an already valuable subject matter. Behavior Modification is recommended to all psychology majors.

Psychology 112b  
Seminar in Human Learning, 9TT  
John Borkowski

**CONTENT:** This course generally undertakes a rather broad range of topics in an attempt to familiarize the student with some of the classical work that has been done in the field of human learning and to introduce current trends of research that are making their way into the literature. Paired-associate learning, serial learning, free recall, one-trial learning, semantic satiation, acquisition, short- and long-term memory, transfer of training and cognitive processes represent the areas that are most heavily covered. There are no formal prerequisites for the course and it is assumed that the decision should be left to the student regarding his ability to handle the required work.

**PRESENTATION:** Dr. Borkowski very simply has a thorough grasp of both classical and current literature in this field. He knows who is doing what and where in laboratories throughout the country. One is amazed at the amount of material that is presented and discussed in a 50-minute period. The material is anything but dry and decidedly requires an active participation on the part of anyone who has a hope of understanding the research and its implications. This all points to the natural conclusion and well-known fact around the psychology department that Dr. Borkowski is an excellent lecturer.

**READINGS:** The main text will probably be *Human Learning and Memory: Selected Readings* (Slamecka) with a few outside readings where appropriate.

**ORGANIZATION:** Grades are based on three tests which cover the course readings. A research project is optional and can, of course, only serve to bolster one's grade.

**COMMENTS:** This is by no means an easy course. It potentially contains a wealth of exciting research material, but requires a considerable amount of reading and discussion in order to fully exploit the nature of the data and the derived implications.

# Sociology

## Sociology 27EX

Social Psychology, 9,10MWF, 10TTS

Carl O'Neill, Andrew Weigert and Clagett Smith

**CONTENT:** This is a one-semester course designed to introduce any student to the interdisciplinary field of social psychology. This comparatively new area of inquiry attempts to explore the intricacies of group psychology — the interaction of the individual with the group, and the group with other groups.

**PRESENTATION:** Dr. O'Neill is extremely well organized and his carefully developed lectures are thoroughly prepared. His delivery is extremely formal and dry as he reads directly from his notes. There is ample opportunity for dialogue even though the class numbers approximately 60 students. In addition to the two lectures per week, there is a tutorial once a week in which the outside readings are discussed informally in small groups. Dr. O'Neill goes out of his way to make himself available for any students wishing to see him outside the classroom.

**READINGS:** The textbook is *Integrating Principles in Social Psychology* by Cooper and McGaugh. There are also extensive outside readings selected from various sociological and psychological journals and publications.

**ORGANIZATION:** There are two hourly examinations and a comprehensive final. All are objective and the cumulative score achieved on these tests constitutes 70% of the course grade. The other 30% is determined by participation in the tutorial sessions. The average grade is a low B.

**COMMENTS:** Although Dr. O'Neill is a very serious and dedicated scholar, he failed to communicate or generate any interest to this writer. His dry lectures tended to be boring writing exercises, and his students were predominantly apathetic.

Drs. Weigert and Smith both taught the course fall semester last year but no evaluation was submitted. There will probably be two other sections offered.

## Sociology 28EX

Introduction to Anthropology, 9MWF

Arthur Rubel

**CONTENT:** An introduction to the comparative study of religion: rites, practices, beliefs, etc. The attempt of the course is to show how primitive peoples adapt to the conditions and demands of life. Particular emphasis is laid on how religious beliefs explain misfortune, and how rites unify social groups, improving their chances for survival. The course is divided into the following sections: General introduction, efforts to explain misfortune, illness and its treatment. No prerequisites. Mostly sophomores.

**PRESENTATION:** In Dr. Rubel's class, the lectures don't seem terribly exciting at first, but things pick up after the first few classes. The teacher knows his subject, has a knack for tying things together and relating them to the "civilized" world, and is very tolerant of unnecessary questions. Discussion is encouraged, but generally doesn't add a great deal. Relation of lecture to readings and to test materials is very good.

**READINGS:** Usually short essays (10 pages). One book, chosen from a large selection, due for final. Readings are intimately connected to lectures.

**ORGANIZATION:** Assignments: readings mentioned above, plus one or two movies, which are usually the subjects of several questions on the final. Exams: two plus final, mostly essays. Know the basic concepts and be able to relate to new material. Basis of final grade: test scores. Average grade: B.

**COMMENTS:** If the field interests you, you'll find the course useful and worthwhile. The course is valuable for majors and nonmajors as well. Most students would take the course again. Criticisms: Better use could be made of discussions. Time is often wasted on unnecessary or irrelevant questions.

## Sociology 29EX

Social Disorganization, 10,9MWF

John J. Kane and Hugh P. O'Brien

**CONTENT:** This course concerns itself with a general introduction to many of today's social problems including such subjects as Birth Control, Juvenile Delinquency, Drug Addiction and Alcoholism. Major emphasis is put on social change within the framework of the "situation-value" approach. The course has no prerequisites and is open to students from Notre Dame and St. Mary's.

**PRESENTATION:** Lectures are given primarily from the professor's notes. Some were much more stimulating than others. Due to the size of the class and the amount of material covered, discussions are very limited, often leaving the student with only a partial understanding of the material presented. Professor Kane's lectures often remained vague and questionable to the student due to contrasting sets of data and statistics given. Professor O'Brien uses an "off-the-cuff" approach to his lectures, often flavoring them with interesting personal experiences. The readings which are required by Prof. Kane, and recommended by Prof. O'Brien, often provide the key to understanding the material presented in lecture.

**READINGS:** Prof. Kane has been using a book of readings as an additional source of material, but he plans to replace this with a regular textbook. He also requires his students to read two additional paperbacks selected during the course of the semester. Prof. O'Brien requires no textbooks or paperbacks but often recommends outside readings which prove beneficial.

**ORGANIZATIONS** No papers or projects are required by either Prof. Kane or Prof. O'Brien. Both base the final grade upon two major tests—a midterm and final. Prof. Kane usually has two additional minor tests on the paperbacks mentioned above. Most students in both classes considered the tests to be reasonable and fair.

**COMMENTS:** Most students were satisfied with the course. However, many expressed the opinion that the course was rather vague in its approach and often failed to provide an adequate understanding of the material. Like most survey courses it was extremely general, and often forced the professor to abandon a subject not completely understood by all of the students. This course provided a sketchy overview of many social problems, and, as a result, left many students dissatisfied in their attempts to understand the subject material. This course should be recommended to anyone who wants merely to be exposed to the social problems and not to anyone really interested in the study of the social problems in modern-day living.

## Sociology 71EX

Criminology, 1MWF

Robert Vasoli

**CONTENTS:** This is a survey course of the field of criminology (not to be confused with criminalistics, the science of crime solving), and it explores thoroughly criminology's three major areas. First, the study of criminal law searches for a definition of crime and of the criminal, covering the basic concepts in criminal law. Second, criminal etiology is studied, exploring the causes of crime and systematically reviewing the various theories

of criminal behavior. Finally, penology or corrections covers the ways in which societies have dealt with their criminals, how our society deals with them, how effective the present practices are, and what can be done to improve them.

There are no prerequisites for the course, and no quotas for the different colleges. Both seniors and juniors are welcome. The course is offered both semesters by Dr. Vasoli.

**PRESENTATION:** The lectures are interesting, well-structured and well-prepared. The material is covered in depth, yet a surprising amount of material is covered in the course. The lectures are informal enough, however, to let Dr. Vasoli's personal interest in and extensive knowledge of the subject go a long way in making his lectures a success. Questions and discussions abound in the class, and if there is one criticism to be leveled, it's that the discussions frequently digress from the subject material.

**READINGS:** *The Challenge of Crime in a Free Society*, the 1965 report by the president's commission on law enforcement and administration of justice, serves as an informal text for the course, and is well-suited to the task, though sometimes dry in parts. The readings are meant to be interesting as well as informative, and are changed from term to term to remain current. They will likely include *Gideon's Trumpet*, by Lewis, *White Collar Crime*, by Sutherland, *In Cold Blood*, by Capote, and *The Society of Captives*, by Sykes.

**ORGANIZATION:** There are two term tests and a final exam. The tests are not cumulative. They are mostly objective, but include several essay questions also. Dr. Vasoli takes pride in noting their thoroughness (i.e., difficulty). In addition, there are interesting projects, such as participating in a visit to the Indiana State Prison and attending sessions of court in different levels of the government, for which extra credit is given. In addition, class participation is taken into account in determining the final grade.

**COMMENTS:** The course is worthwhile for majors and non-majors alike, and is by no means meant to be solely for the student of sociology. Students thinking of a career in law are especially encouraged to take this course. Dr. Vasoli's enthusiasm and involvement make the course interesting and enjoyable, although the course entails quite a bit of work. It will prove to be a rewarding experience for anyone really interested in and concerned about crime in our society and what is being done about it.

## Sociology 62EX Medical Sociology, 8TT10 Richard A. Kurtz

**CONTENTS:** Dr. Kurtz has two objectives in this course. He attempts to impart a realistic understanding of medical schools and medical practice to premed students, and to present a sociological analysis of health and medicine. This course is offered only in the fall semester.

He describes his students as "about half pre-med, twenty-five percent sociology majors and the rest everything else." Dr. Kurtz requires no previous sociology courses, and his students are mostly juniors and seniors.

**PRESENTATION:** Discussion is an integral part of this course. A valuable exchange of ideas and experiences is possible with a large percentage of the students having work experience in hospitals or medical scientists in their families. The material discussed in class usually integrates well with the readings and with the test material. Dr. Kurtz may be described as a highly capable lecturer, even early on a Saturday morning.

**READINGS:** This fall, Dr. Kurtz will probably present readings from Freeman, Levine, and Reeder's *Handbook of Medical*

*Sociology*, Bloom's *The Doctor and His Patients*, and Jaco's *Patients, Physicians and Illness*. The first two books should be purchased, (about \$15 total), but not in advance. Around 800 pages will be covered. In the past, this reading has not been especially time consuming. It is an interesting and worthwhile part of the course.

**ORGANIZATION:** The final grade is based on three tests and a final exam, all in essay format. No paper is required. Rather extensive preparation is advisable for these tests, but they generally correlate rather well with the readings and the class discussions. The average final grade is a B.

**COMMENTS:** This course is highly esteemed by its pre-med alumni. The insights and information gained are endlessly useful to students who must be able to speak knowledgeably and intelligently about medicine and the medical professions.

Dr. Kurtz is to be commended in his constant effort to present material free of the complex jargon of sociology, while retaining the indispensable scientific method of sociology. The course is a unique and valuable experience.

## Sociology 77EX The Family, 10 MWF William D'Antonio

**CONTENT:** This course deals with the development of the family as a social institution from its ancient inception with the Hebrews up to the present day. The major emphasis of the course is on a cross-cultural perspective of the family. The first look at this societal unit is through a historical approach. The second section of the course goes into a cross-cultural look at the family which proves to be both enlightening and interesting. The final division of "The Family" focuses on the contemporary American "nuclear" family. As this is a service course, no Sociology background is required. The composition of the course is mostly juniors and seniors, although underclassmen may also enroll. This course is offered in both the fall and spring semesters.

**PRESENTATION:** The lectures are generally of high quality, delivered in a very relaxed, yet vibrant, style. Although the class is a large one, discussion is encouraged. Questions are answered frankly and fully. The readings are the springboard from which the lectures are taken, although the latter have a distinct unity of their own. The test material is drawn from both.

**READINGS:** The readings are, in general, quite worthwhile, although the books used in this fall semester may not all be the same as those previously used. Last fall, the basic textbook was *The Family in Social Context*, by James Leslie. There were two supplementary books, *Human Sexuality*, by James McCary, and *The Freedom of Sexual Love*, by Joseph and Lois Bird. Both were quite interesting and informative. A sufficient amount of time is given to read the material.

**ORGANIZATION:** There are three examinations per semester, with an optional paper. This structure is not completely rigid, however, as the students are given a good deal of latitude in this area. The tests are half multiple choice and half essay, with the latter covering quite general areas, while the former can become very specific.

**COMMENTS:** This course gives the students a sociological perspective of the family which is worthwhile for its practical value, and also as an enlightening educational experience. It is recommended for both majors and nonmajors. Because of its cross-cultural emphasis, this course removes many common cultural biases. In viewing other societies and their norms and mores regarding marriage and the family, the American scene is brought into a much sharper focus.

**Sociology 80EX**  
**Sociological Analysis, 8MW10, 8TT10, 9TT11**  
**William D'Antonio, John Koval, Joan Rytina**  
**and Julian Samora**

**CONTENT:** Sociological Analysis is basically an introductory sociology course for junior majors. In the past, the course has been taught in two sections of approximately 45 students each. Next semester four sections with only about 20 students each will be implemented in order to place greater emphasis on critical discussion. The major objectives of the course are two-fold: First, it intends to introduce students systematically to the way sociologists think and work; second, it intends to offer students a better understanding of the social groups in which they live and how they are related to each other. The political organization of society, the socialization process and social change are given particular attention.

**PRESENTATION:** Each professor will be offering the students his or her own personal experience in sociology. Dr. D'Antonio has specialized in both Political Sociology and the Family. His courses have been consistently well organized. In Analysis discussion will be emphasized with little formal lecturing. He has in the past been open to any new considerations the students may offer. Here he intends to pay particular attention to the student's experience of course issues.

Dr. Koval specializes in the study of Occupations and Professions, and Research Methods. He too is open-minded in his approach. His courses in the past have not been as well organized. The semi-lecture, semi-discussion style results in good classes when both he and the students are interested in the topics under consideration. Consequently his classes are not as consistently good.

Dr. Rytina has been concerned with Political Sociology, Stratification and Sociology of Poverty. She also suffers from a lack of organization in that she tends to stray from the point at times. However, she has been described as an involved, passionate lecturer, very well qualified in her fields.

Dr. Samora has been primarily interested in Medical Sociology, Minorities and Cultural Anthropology on a graduate level. His background appears interesting; however, his presentation is not well known to undergraduates.

**READINGS:** A new textbook is now being considered. Also, two or three outside readings on the classical studies in Sociology have been assigned by D'Antonio and Koval in the past. The readings have not been overburdening and are very worthwhile when they are related to class discussion. Dr. Koval has tended not to emphasize the outside readings in conjunction with classwork.

**ORGANIZATION:** For D'Antonio and Koval one or two papers and three exams comprise the final grade. With more emphasis on discussion next semester, class participation will also come into consideration. Dr. Rytina requires a good deal of work but grades generously. Koval is considered to be an easy B, but a more difficult A. A's and B's are also readily possible with D'Antonio and Rytina if the work is kept up.

**COMMENT:** The course is worthwhile and is recommended to non-majors. It is required of majors. Each of the professors offering the course is very personable and willing to work with the student outside the classroom.

In the case of Dr. Koval's section there has been a lack of organization in the past. More concern with this, together with relating readings to classwork would improve his section. The D'Antonio class is quite valuable. The other two professors will be new to Analysis, but their past course offerings show them also to be highly qualified.

**Sociology 106EX**  
**World Population, 9 MWF**  
**David L. Dodge**

**CONTENT:** This is a basic course which examines the historical, sociological, economic, and political facets of the issues. Lectures

and candid discussions yield deeper insight into such matters as the revolutions in death control, the trends and controversies on birth control, the radical changes in human lives and communities by reason of migration. Special attention is given to the problems of developing nations of the world in terms of food, resources, social and economic organization in relation to rapid population growth. The course is open to all students and there are no prerequisites. It is offered in both fall and spring.

**READINGS:** Possible readings include: Ralph Tomlinson, *Population Dynamics*; Freedman, Campbell, and Whelpton, *Family Planning, Sterility and Population Growth*; Coale and Hoover, *Population Growth and Economic Development in Low-Income Countries*; United Nations, *Determinants and Consequences of Population Trends*.

**Sociology 111EX**  
**Deviant Behavior, 11MWF**  
**David Dodge**

**CONTENT:** This course examines the various deviant behavior types—juvenile delinquency, crime, suicide, drug addiction, sex deviation—in light of existing sociological theories of deviant behavior. Major emphasis is placed on theories of deviant behavior. Each theorist is examined individually, and in depth. Do not expect this course to be exciting from a morbid point of view. Deviance is considered as a type of human behavior, the product of social interaction. There are no rigid requirements for this course, although some introductory sociology is helpful, as is some background in role theory. A good review of basic sociology, however, is given in the first few classes. Class size is small, limited to about 20 AL juniors and seniors, mostly sociology majors. The course is offered only in the fall.

**PRESENTATION:** Lectures are well prepared and well presented. Because of the lecturer's lively and stimulating presentation and frequent use of examples, the lectures are anything but boring. Class discussion is welcomed and encouraged. Because of the small class size, lively discussions are possible and often take place. Lecture notes are important, for they form the bulk of the test material. Readings are supplementary to, rather than repetitions of, class lectures. However, significant weight is given to the readings in tests.

**READINGS:** The readings for the course are *Sociology of Deviant Behavior*, by Marshall Clinard, and *Crimes Without Victims*, by Edwin Schur. In addition, there will probably be some additional outside readings. The readings are a very worthwhile supplement to the lectures. Clinard goes into greater detail on lecture topics, and Schur covers abortion, drug addiction, and homosexuality. There is usually plenty of time to get the reading done. Approximate total cost of texts is \$10.

**ORGANIZATION:** Organization is based on two or three tests and a final, plus one fairly long (10-20 pages) term paper. On the exams much weight is placed on lecture material. One must be able to apply, rather than just repeat, lecture notes. Exams are fairly difficult, but a thorough knowledge of the notes and a knowledge of the readings will bring a good grade. In determining the final grade, the tests count for some 60% with the final and term paper counting for some 20% each. The average final grade is a C+.

**COMMENTS:** This course is excellent for anyone who has an interest in this area. As presented by this teacher (who had a very high evaluation from his students), I must say that this course is one of the best I have taken. I would recommend it to both majors and nonmajors, for its interest value is very high. In addition to what one learns about deviance, one learns a great deal about the science of sociology. Class discussion is encouraged, but it is somewhat lacking. I think a course of this nature would be even more interesting if the students participated more. In spite of this, anyone with an interest in deviance should not pass the opportunity to take this course.

## Sociology 119EX World Urbanism, 2TT4 Donald Barrett

**CONTENT:** The course focuses first upon a general review of the philosophy and methods of urbanism, as Dr. Barrett seeks to establish a general understanding of the subject matter. From this fundamental basis, a study of cities from every region of the world is begun, ranging from Africa to Asia, South America Europe, and finally to North America. The differences among cultural norms and attitudes toward the city throughout the world are pointed out, although the course seeks mainly to establish common threads of thought held on all continents.

**PRESENTATION:** Dr. Barrett is widely-travelled and well-informed in his field and prefers to hold informal classes, which easily lend themselves to discussion. A problem of organization generated by the enormity of the subject matter last semester may be avoided next time around with the aid of mimeographed sheets holding important lecture notes. Also, repercussions from general disparity in student ability will be avoided (the course is open to all students but sociology majors hold a strong edge), as Dr. Barrett will start from scratch in his explanation of the methods and general philosophies of urbanism.

**READINGS:** There will be two small paperbacks assigned. Beyond that the student is encouraged to read as much as he can from the reading list handed out on each topic covered. Further, the student is free to concentrate on any single area he finds particularly intriguing, with Dr. Barrett's ready encouragement and easily accessible counsel.

**ORGANIZATION:** Last semester there were two small papers, a ten-to-fifteen-paper for the final exam, and one work of extensive research, all of which influence the final grade. This last is the most important single assignment of the course, and while it need not be a formal, written paper, the student must present his research and conclusions before Dr. Barrett and several of his classmates. This presentation can go anywhere in length from 15 minutes to over an hour, and the student is advised to know his stuff rather well if he wants to field the potentially embarrassing questions. The subject matter of a presentation is decided upon by the student with the prof's approval; one such last semester was a comparison of the ecological structures of Paris, Amsterdam, and Florence.

**COMMENT:** Dr. Barrett is a good grader and does not believe in cracking the whip to make students work. While his course may therefore appear to be a good elective to round out one's schedule, those thinking along these lines are advised to do their rounding out somewhere else. A genuine interest in the subject matter is of prime importance in this course. Those lacking such enthusiasm may soon prefer to stay home rather than discuss some of the more difficult, even tedious aspects of urbanism. Yet those desirous of learning more (or something) about the city, its crises, and plans to amend these problems throughout the world are encouraged to look into this course as a worthwhile venture into a new and ever-expanding field of study.

## Sociology 120EX Sociology of Poverty, 1TT3 Joan Rytina

**CONTENT:** Not too surprisingly, the basis of this course is a sociological approach to poverty. "Why is there always a group that is poor?" is the question it asks rather than "Why is this individual poor?" The course examines poverty in a historical perspective, the American definition of poverty in the industrialized society, income distribution, labor market policies, welfare and income maintenance, conditions leading to the sustaining of poverty, and policies and programs for the reduction of poverty. In the approach of the course to poverty the focus is on institutions rather than individuals as the forces responsible for poverty. Mrs. Rytina accepts and welcomes contrary viewpoints and challenges to this sociological viewpoint, but the student presenting

them had best be able to defend them well; she is most capable of defending her viewpoint.

There are no official prerequisites for this course, but the sociological theory that the course presentation pivots on would be better handled by someone who has had some sociology prior to Sociology of Poverty. The class is composed mainly of junior and senior Sociology majors, although a good number of sophomores and nonsociology majors take the course. The material and its presentation in the course, although often steeped in sociological statistics, can be grasped meaningfully by anyone who is interested in a well-constructed view of poverty, past and present. The course is offered in the fall only.

**PRESENTATION:** The lectures and the readings in the course supplement one another. In the areas where good readings are not readily available, Dr. Rytina uses the lectures to present the whole section, with supplementary readings suggested. Throughout the rest of the course the lectures and the required readings complement one another. With few exceptions the lectures are well prepared and well presented. Mrs. Rytina knows her field well and is quite capable of conveying her knowledge to the class. One major drawback of the course is the size of the class (50 or more). This number of students prevents the classroom interaction that would be a really good thing for a smaller number of students to experience with Mrs. Rytina. Questions and discussions are encouraged, but the size of the class keeps this from being all that it could be.

**READINGS:** There are two texts in the course, each of which is a collection of articles concerned with different theoretical and practical approaches to poverty in the U.S. The articles are by an assortment of experts in fields directly or indirectly related to poverty. The two texts are good reflections of the sociological point of view as applied to various poverty problems in the U.S. today. The texts search for solutions to the problems as well as discuss their various aspects in light of sociological theory.

There is a fair amount of reading to do for the course, but it is pretty evenly distributed over the semester, and the class lectures on any particular topic come across a lot better if the reading on that subject is done in conjunction with the lectures on that topic. The two texts combined cost between 8 and 9 dollars.

**ORGANIZATION:** Assignments: 1 term paper (average length 10-15 pages) on any topic of the student's choosing; the only restriction is that it relate to poverty. Examinations: 2, a midterm and a final, each an essay of 2 or 3 questions. The exams require a good grasp of the course material — familiarity with the readings and ability to integrate the knowledge into a sociological theory of poverty as presented in the course. Both lectures and readings are well represented in test questions. Final grade: Based on 1/3 midterm; 1/3 final exam; 1/3 term paper. Average final grade: a high C.

**COMMENTS:** Sociology of Poverty as taught by Dr. Rytina is one of the best sociology courses offered at Notre Dame. Mrs. Rytina is thoroughly acquainted with the material she presents and animates her knowledge with a real interest both in the material and in student reaction to it. I would highly recommend this course for both sociology majors and nonmajors. Majors will find in it an excellent application of sociological theory to modern society both in explaining one of its biggest problems and, in an applied sense, searching for effective solutions to the problem. The course will come across to nonmajors, regardless of their sociological background, as a significant educational experience blending an interesting subject with an interested, capable teacher.

One suggestion for improvement would be that as the course moves from one aspect of the poverty situation to another, it would be a profitable supplement to Mrs. Rytina's experience to invite people involved in the community poverty situation — social workers, teachers, politicians, lawyers — to discuss their experience with poverty in the community. This wouldn't contribute much to a sociological theory of poverty, but it would give students taking the course a better feeling for the direct effects of poverty in the community. It would be a good complement for the classroom approach to poverty the course must of necessity take.



ANDREW WEIGERT

The Sociology Department has expanded the size of its faculty in recent years in order to cope with the greater number of majors and also the increased number of other students who take courses offered by the department. One of the newest of the new faculty members is Andrew J. Weigert who came to Notre Dame in September of 1968. He received his Ph.D. in Sociology from the University of Minnesota in August, 1968, so this is his first teaching position at the university level. However, this is not his first teaching experience; he has taught at a high school in Puerto Rico for two years, and is thus well acquainted with all the tricks that students can pull.

Dr. Weigert has quite an interesting background. He is originally from the borough of Queens in New York City. He started college at St. John's in Brooklyn as a "jock" on a baseball scholarship. After one year there, he heard a different drum, so he picked up his belongings and went lock, stock, and barrel to the Jesuits. He stayed for 12½ years during which time he accumulated a couple of bachelor's degrees, a couple of master's degrees, and that valuable high school teaching experience. He was not ordained a priest.

Today, he has a wife and will have been married 20 months by the time this is printed. His wife is currently working on her Ph.D. in the Sociology Department, and, as far as we know, she is not in any of her husband's courses.

Dr. Weigert's special areas of interest include the Sociology of Religion and the symbolic interaction theory of Social Psychology. He has been impressed with the faculty-student relations here at Notre Dame, and considers them much more friendly and open than what he encountered in his own education. He likes his classes to be active in voicing their participation and this is one thing he would like to see more of. He has praise for the range of extracurricular activities here, particularly with the number and prestige of the speakers who are brought to campus.

Through all of his training, he has maintained his interest in sports and athletics. You may have heard the expression, "Once a jock, always a jock." I would not characterize his courses as "jock." However, he did let one subtle boast slip—that no student pair has been able to beat Dr. D'Antonio and him at handball. He did not say how many students they have played.

**Sociology 135EX**  
**Race Minorities 9 MW 11**  
**Julian Samora**

**CONTENT:** The course reviews the origin and variety of minority-dominant relationships with a special emphasis on racial and cultural minorities in American society. Major topics covered: Significance of Minority Groups in the Modern World; Nature of Minority-dominant Relations; Race and Race Differences; Sources and Consequences of Prejudice and Discrimination; Intergroup Conflict; Segregation; Stratification; Assimilation; Minority Reactions; Social Change — Planned and Unplanned. **Eligibility:** Sociology majors, or with permission of the instructor. The course is offered only in the fall, every second year.

**READINGS:** Possible texts: Vander Zanden, *American Minority Relations: The Sociology of Race and Ethnic Groups*; "Analysis

of Race Relations in Current Perspective," *Sociological Inquiry*, special issue, Winter 1965; Glazer and Moynihan, *Beyond the Melting Pot: the Negroes, Puerto Ricans, Jews, Italians, and Irish of New York City*; Silberman, *Crisis in Black and White*.

**ORGANIZATION:** The final grade for the course will probably be based on three exams and a term paper.

**Sociology 151EX**  
**Religion and Society 1MW3**  
**Andrew Weigert**

**CONTENT:** A study of the sociology of religion, of religion as a product of society and man's needs. It studies why man seeks a religion and how man acts because of religion. The emphasis is more theoretical rather than empirical. It emphasizes

discussions on a variety of books dealing with religion sociologically, from Max Weber to Peter Berger.

To encourage discussions, the class will be limited to 25 students. It is recommended that the student have at least 6 hours of sociology. The course will be open to a few theology majors.

**PRESENTATION:** Lectures are kept to a minimum with a strong emphasis on group discussions. Dr. Weigert knows his subject extremely well, but at times talked over the heads of many students. He often digresses in his lectures on the required books, but these digressions are usually relevant to the course. The lectures tended to be somewhat abstract, and many were confused. But one could not fail to learn something from them.

**READINGS:** The majority of the students in the class found the readings extremely worthwhile. The only major complaint was the difficulty of comprehending some of the books. Most of the books treat the subject in an abstract, theoretical manner. There are usually four or five books, all but one in paperback. Approximate cost is \$10.00. Sufficient time is given to read them.

**ORGANIZATION:** There is one paper (about 15 pages), a midterm and final, each worth one-third of the grade (although the paper and final seem to be valued more). The tests are very fair and are comprised of multiple-choice questions, short answer, and one large essay. The average grade last year was a B.

**COMMENTS:** At the end of the semester, the class was asked to evaluate the course. The results of the questionnaire: unanimous approval of the teacher's knowledge of the subject; most found it a significant educational experience; a good portion would take it over again. It is recommended for sociology majors or theology majors with some sociology. The only major complaint was the failure of the teacher to make clear in his lectures the content of the books. Many found the course too abstract. On the whole, "Religion and Society" is a course that is definitely worthwhile. It is a perfect complement to the trivia served up in most of the theology courses and a must for anyone fed up with these courses. Dr. Weigert is extremely

knowledgeable on the subject and capable of handling it well. Religion and Society is a recommended course.

## Sociology 171EX Sociology of Science, 1 TT3

John P. Koval

**CONTENT:** The course, offered for the first time, is briefly described by Dr. Koval as an "examination of science as a social system and scientists as strategic occupational group in society." The major emphasis of the course will be concerned with socialization, value and belief systems, and a general study of science as an institutionalized sphere of activity and the interactive effect of science and society in terms of social change and decision making. At least an earlier course in introduction of sociology is a prerequisite for the course, and other background in the social sciences is desirable. The course will be offered to undergraduate seniors and graduate sociology students.

**PRESENTATION:** That Dr. Koval is quite knowledgeable in his field is quite obvious. His lectures and language in which he delivers them are quite direct and to the point allowing his lectures to move at a fairly rapid pace. However, he is open to questions throughout his lecture periods and frequently pauses to allow for questions and make sure his points are clear and understandable. Student discussion and questions are encouraged.

**READINGS:** Dr. Koval reports that there will be one central text and three to four supplementary paperback readings. The approximate cost of the texts will be \$7 to \$8 for the main text and \$2 to \$3 for the supplementary paperbacks.

**ORGANIZATION:** Assignments will consist of one term paper. Leading discussion for classroom participation is also expected. One midterm and one final, both primarily essay, will comprise the examination requirements. The term paper, classroom participation, and the examinations (with approximately equal weight given to all three categories) will be the basis for the final grade.

# Speech and Drama

## Speech and Drama 1 Fundamentals of Public Speaking, 10-11MWF Staff

**CONTENT:** This course is designed to teach the basics of public speaking. It is not a course where the student has to hit the books thirty hours a day, but he should not go in with a half-hearted attitude. Overcoming the fear of speaking in front of an audience is the main object. The basic approach taken to this problem is to have the student organize his thoughts on paper. It is easier to speak to anyone, if a person knows what he is talking about.

**PRESENTATION:** There are very few lectures in this course because a student learns by doing. Teachers can only give the student so much initiative then he is on his own. Criticism is there, but it is not directed directly at the individual student only, because everyone in the class is probably making the same mistakes. Once again, reading is not given the primary emphasis in the course because a person uses the same techniques in ordinary speaking as in reading. But, most often, he is not aware of this. The teacher communicates this idea very effectively.

**READINGS:** Textbooks are no problem. There is only one, and plenty of time is given to read the extra-short quickie. It's cheap too. However, it's not that useful for the course—in fact a mirror would be more useful, because the student could stand in front of it and give the speech to himself.

**ORGANIZATION:** There are no papers or projects, and the examinations are based on the speeches each student gives. Improvement is the main idea.

**COMMENTS:** In my opinion it is a very worthwhile course to take. At one time or another everyone must speak in front of people, and this course gives a person some confidence. It never hurt anyone to take a public-speaking course—all too often in ordinary conversation people ramble on for hours and don't say anything!

## Speech and Drama 35 Introduction to Theatre, 10TT12, 10-2-3MWF William Byrd, Reginald Bain

**CONTENT:** The Introduction to Theatre course provides a general introduction to the history, directing, acting, architecture, and technical aspects of the theatre. Depending on several factors, including the nature of the course, the teacher, the number of students, and the interests of these students, some of these aspects of theatre are given more emphasis than others. Ideally, the course is a blend of the academic and the practical, however, the classes themselves are mainly concerned with communicating to the students a certain body of facts which are essential to any clear understanding of the nature and purpose of theatre. There is no prerequisite for the course. It is a requirement for all drama majors, but most of the students are non-majors.



**PRESENTATION AND ORGANIZATION:** Classes themselves consist mainly of lectures which are complimented by readings from the text. Some students feel that the understanding of theatre gained in the lectures is augmented by the readings in the text, while others feel it is just the reverse. There is little class discussion on the whole, although this greatly depends on the initiative of the students; the professors will willingly open up discussion on any particular problem or topic of interest that the students have if they make this known to the professor. Mr. Byrd requires a term paper on some form of theatre other than drama. Mr. Bain requires that each student keep a notebook in which the student, on his own, compiles a set of facts about each major period in the development of the drama, following a "checklist" handed out by Mr. Bain. Each student is required to put in thirty hours of practical work on one of the productions of the Notre Dame-St. Mary's Theatre. The tests are both objective and essay, covering the lectures, the text, and class notes. The major emphasis in the tests is on the history of the particular periods. Filmstrips are sometimes used to illustrate changes in the theatre throughout the ages, as well as modern experiments in the theatre.

**COMMENTS:** Some students feel that the textbook goes into too much detail, and that they have to memorize many useless details for the tests. Most feel that the thirty hours of practical work is the most interesting and beneficial part of the course. The course was recommended by many students for non-majors.

## Speech and Drama 35 Introduction to the Theater Mary Kay Vrancken

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 38, Response 27

The teacher apparently did not prepare her lectures. There was a definite lack of organization in the presentations. It was very difficult to take notes because the lectures were read at a rapid-fire rate. Film strips were shown in a lighted room where it was almost impossible to see them. There was very little class discussion.

Exams covered outside assignments as well as material covered in class and required memorization of facts rather than reasoning. Material that had not yet been covered and material that the teacher said would not be on the test often showed up there. Exams taken early in the semester were not returned until right before the final.

The students thought that this could have been a good course; however, the material was poorly presented to them and there was no effort on the teacher's part to interest the class. The teacher was often late or missed class altogether (some students said at least ten times). She appeared bored and uninterested in the course and her students. A mutually antagonistic attitude developed between the teacher and the students. It was felt that she picked on certain members of the class in particular. The course was rated as poor.

## Speech and Drama 57 Oral Interpretation, 10-11MWF Fred Syburg

**CONTENT:** The major emphasis of this course is the development of the student's ability to interpret and effectively communicate to an audience, in an oral presentation, a wide range of literary works, including fiction, non-fiction, poetry, and the drama. It should be emphasized that this is not a public-speaking course although there is some emphasis placed on developing the mechanics of voice and breathing control. Most of the classes are concerned with student presentations. Lectures are given before every new assignment.

**PRESENTATION:** In the lectures, the main concern is to point up some requirements and practical guidelines for choosing a

particular work for presentation to a particular audience, as well as developing a workable method for interpretation and presentation. Lectures are not completely academic, for, generally, Mr. Syburg presents an example of the type of oral interpretation that should be prepared in each type of literary work studied. After each student presentation a thorough critique is given.

**READINGS:** The text is *Oral Interpretation* by Charlotte Lee. Cost: \$6.95. Nine of the eleven chapters were assigned. These readings corresponded with lectures and assignments. The reading is not difficult and is very worthwhile.

**ORGANIZATION:** The number of assignments depends on the size of the class. Ideally, the class should be small (5-10 students) so that each student could have a chance to read once or twice each week. However, since the number of students is usually greater than this, the number of assignments vary from five to twelve. Some of the readings are assigned by the professor, others are selected by the student. The final exam consists of a poetry reading (eight to fifteen minutes) and a prose reading (twenty to thirty minutes).

**COMMENTS:** The majority of students enjoy the course, and feel it would be very beneficial to repeat it. It is one of the most popular courses in the department, and can be of equal value to majors and non-majors. Mr. Syburg has an excellent reputation as a fair, and extremely competent teacher. His critiques are constructive and encouraging.

## Speech and Drama 70 Play Production 2MWF Staff

This course is designed for those students who are interested in theatre, but who do not have the necessary prerequisites for acting, directing, stage design, etc. It will be a practical introduction to theatre, with class participation rather than lecture. It will endeavor to combine the elements of acting, directing and stagecraft for interested students, with the possibility of presenting one-act plays at the end of the semester. The course is especially recommended for those considering a major in Speech and Drama. It could be considered a practical follow-up to Introduction to Theatre.

## Speech and Drama 74 Directing, 3MWF Reginald F. Bain

**CONTENT:** The course is designed to prepare the student to direct a play which is presented at the end of the semester. It deals with basic technical principles, besides the imaginative approach.

The course is open to junior and senior majors.

**PRESENTATION:** The course begins with lectures by Mr. Bain which serve to introduce the basic principles. Directing is Mr. Bain's special field and he brings great enthusiasm to the course. His lecture style is informal. After the initial phase of the course, the students begin to do directing exercises in composition and picturization using other members of the class as actors. Discussion on the effectiveness of these presentations follows. Students also direct individual scenes outside of class, and present them to the class. Mr. Bain also lectures on the practical aspects of how to work with actors.

**READINGS:** Two texts were used for this course, one dealing with the technical, the other with the imaginative aspects of directing. Both were worthwhile, although the technical one seemed obvious at times. Sufficient time was given to read the texts. Combined cost was \$16.00.

**ORGANIZATION:** All assignments were given in plenty of time. They consisted of exercises presented in class. There were no

examinations. The bulk of the work load for this course comes in the last 2 or 3 weeks of the semester during which each student directs a one-act play. Basis for the final grade is the presentation of the play, and the production book which gives a record of rehearsals, problems and solutions. The average final grade was a B or B+.

**COMMENTS:** This course is a significant experience. The only way to learn to direct is to do it. Lectures and exercises help to prepare the way, but only when faced with a script, a cast of actors and the job of directing does the whole thing hit you. A director is constantly faced with decisions which can only be made during rehearsal. Preparation is possible, but directing is a constantly challenging process. Mr. Bain instills excitement for the art, which is realized during the rehearsals for the plays. I would take this course again, but I could only recommend it for majors because of the knowledge and experience in the theatre that is essential before being able to direct.

## Speech and Drama 75 Voice and Body Training, 9MTWTF Staff

This course concerns the elementary training of the voice for stage speech and training of the body for stage movement. Lectures concentrate on the basic principles involved in voice production and body movement. However, because of the laboratory nature of the course, major emphasis is placed on the practical application of these basic principles. The aim of the course is to achieve a conscious control of the voice and body through exercise and experimentation.

This one-semester course is offered in the fall term only. It consists mainly of sophomore and junior drama majors, but is often elected by non-majors with permission. There are no prerequisites.

## Speech and Drama 79 Make-up, 3 Th 5 Mary Vrancken

**CONTENT:** The purpose of this course is to introduce students to the proper application of stage make-up. Techniques in applying different character make-ups are stressed. The students enrolled in the course range from freshmen to seniors. The class is small so that individual attention can be given to each student.

**PRESENTATION:** The course is a two-hour lab. The first hour is used to review the techniques learned in the previous week. The second hour is spent on learning new techniques. The student first learns how to evaluate his own face with the proper base color. He may then proceed to create character make-ups.

**READINGS:** The course requires a text that costs about \$10. It would be advisable for two students to share a text if possible. Assignments are usually short. Students must purchase their own make-up. Two make-up kits are offered; the larger is \$13 and the smaller \$6. However, a student may purchase individual make-up, which amounts to less than the \$6 kit.

**ORGANIZATION:** The student is evaluated by the teacher according to his skills during the lab period. There are no written assignments. The final requires the student to do three creative make-ups using the skills of shadowing and highlighting, etc., that he has practiced in class. A paper explaining each step of characterization is also required.

**COMMENTS:** I would recommend this course to all drama majors. The course is very creative and informal. The students learn through individual assistance by the teacher and the work of the other students.

## Speech and Drama 81 Group Discussion, 11MWF Leonard Sommers

**CONTENT:** This course is designed to increase the ability of a student to discuss and argue intelligently. The class is broken down to discussion groups of workable size during the first part of the semester and a variety of contemporary topics are discussed by each group for one period and each discussion must produce a "solution" to whatever the problem is. These solutions rarely are of any value, but the discussion itself is occasionally of benefit to those participants. The last half of the semester calls for each member of the class to prepare a brief talk on a topic which Professor Sommers demands to be "controversial," but this reporter saw little to raise eyebrows about.

**ORGANIZATION:** Little. No readings are required and a good speaker needs no preparation for class discussion. There are no examination, grading is on classwork.

**PRESENTATION:** The student is advised to do as Professor Sommers says, but not as he does, for he is the greatest violator of his own rules for good speech.

**COMMENTS:** If the classes were smaller they would be more useful, but the fact that Professor Sommers has an affinity for athletes and generally grades easily brings in large numbers of students with little or no interest in improving their speaking ability. The good speakers dominate the class easily and more effort should be made to allow bad speakers to gain experience. Also more attention should be paid to the techniques of speaking, such as voice and breathing control. Professor Sommers is correct in his contention that the university should pay more attention to Speech, for he is the only Speech teacher on the entire faculty and he is unable to do a proper job by himself.

## Speech and Drama 85 History of the Theatre, 11MWF Reginald Bain

**CONTENT:** This course treats the development of the theatre from the beginnings of drama to the 18th century. Emphasis is placed on the development of the physical stage. There are no prerequisites for the course, but some basic knowledge of the theater is desirable. The course is a requirement for all speech and drama majors, but there are also nonmajors in the class. Most of the students are juniors and seniors, but arrangements probably could be made with the department chairman for freshmen and sophomores who wish to take the course.

**PRESENTATION:** Because of the nature of the course, there is little need for the professor to search out new and exciting ways to present the material. His lectures are informal, sometime lengthy, and always open to comment. Discussion is often very animated due to the type of students who usually take the course. The lectures always cover the readings and often extra outside material. The amount of time spent on each topic depends on the importance and interest in the topic.

**READINGS:** Readings for the first semester are taken from the text. The readings are not absolutely necessary to understand the lectures, but required for a thorough knowledge of the material. The text is considered good by most students. There is ample time to read the assigned pages. The new textbook (Brockett's *History of the Theater*) is \$9.95.

**ORGANIZATION:** All the assignments consist of readings from the text. Originally, a "project" was required, consisting of some type of presentation of research done on a chosen topic, but was later eliminated. There were two major tests (identifications and essays) plus the final. The tests were all very thorough and some students thought the tests were more difficult than the final. The final grade was based on grades from the tests. The average final grade was probably a B.

**COMMENTS:** This course, as presented by Professor Bain, generated enough interest in the students that the majority of them were eager to take the optional second semester.

## Speech and Drama 171 Development of Drama, 2MWF 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 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 173 Stagecraft, 3TT5 William Byrd

**CONTENT AND PRESENTATION:** Mr. Byrd is a man who firmly believes that anyone interested enough in theatre to choose it as an undergraduate major should learn everything he can about all aspects of the theatre art within his educational theatre situation. And since theatre is to such a great extent a plastic art, this learning process is one which must necessarily be highly practical, and which takes place much more outside of the classroom than within. Therefore, Stagecraft is a course aimed at familiarizing the student with all the technical work which is required in putting together a production, with the main emphasis on the lab or shopwork end of the course. There are regular lectures aimed at clarifying or complementing various points made in the text, but the focus at all times is on the practical work. The course is required for all drama majors, and is open to other students with special permission.

**READING:** The textbook for the course is *Modern Theatre Practice* by Seldon and Sellman, which costs approximately \$7.00.

**ORGANIZATION:** The course is divided roughly into three units. The first of these units might be termed "carpentry." This involves learning about different methods of constructing and painting scenery for the stage. Color theory is introduced at this time. The next unit is "lighting." The student is given elemental physics of lighting, basic electricity, and lighting color theory, and is acquainted with basic methods for lighting different stages with different systems and various kinds of equipment.

The third unit deals with design. Last semester this meant basically costume design, but will be expanded next fall to include fundamentals of scene design also.

There are no papers assigned, but there are several tests which, although fair, are comprehensive and difficult. A final project may be assigned, in addition, at the discretion of the teacher. Also, the students in the class are expected to work on the regular productions of the Notre Dame-St. Mary's Theatre.

**COMMENTS:** Mr. Byrd is a very dedicated, and therefore, necessarily, a very demanding teacher. However, the students in the class felt that Mr. Byrd was quite interested in them individually. He gladly made himself available to anyone who was having special difficulty with the course. All respected his ability, and thought that he was able to communicate to the students honestly, freely and meaningfully. I would not recommend this course for anyone who is not a drama major.

## Speech and Drama 198 Theatre Seminar, 1Tu Robert Speaight (Visiting Director)

Theatre seminar is a no-credit, no-grade course required for all Speech and Drama majors. Enrollment in this course is limited to majors only. However, any freshmen and sophomores who have not yet declared a major but are Speech and Drama intents are free to attend if they wish. The course was conceived this past year as a discussion seminar for the new co-operative program. Its purpose is to discuss and examine the theatre of today, its demands and its possibilities. Various careers in theatre are focused upon, and graduate programs are outlined. Films which pertain to any aspect of theatre are shown occasionally. The format this past year has been loosely organized and discussion has been mainly geared toward the problems and plans of the department. Next year, however, Robert Speaight, who will be a visiting director who plans to do a production of *Romeo and Juliet* will be in charge of the seminar, and it is expected that the scope and style of the discussions will be greatly expanded.

## Speech and Drama 177, 178, 199 Theatre Practicum I, II, Independent Study Staff

**CONTENT:** These three courses are designed to give the student who is interested in a specific area of speech or theatre the opportunity to do independent study in this field under the guidance of a faculty advisor. The number of credit hours assigned is worked out between the student and his advisor; it is possible for the student to earn up to three hours of undergraduate credit depending on the nature of his project. These courses are also designed to enable students majoring in drama to obtain credit for certain types of work they must do in partial fulfillment of the requirements for their BA degree—e.g. stage managing. Projects for Theatre Practicum should involve demonstrating practical ability in a definite field such as acting, directing, or technical theatre. Independent Study involves the writing and presentation of a research paper.

**ORGANIZATION:** A student wishing to take any of these courses is first required to obtain a proper form from the department office at either Notre Dame or St. Mary's. On the form he is asked to state briefly the general nature of his project, his reasons for wanting to do it, the qualifications which would enable him to carry out the project, and his preference as to a faculty advisor. Once the project has been accepted and an advisor assigned, the student and the advisor together work out the formal organization of the course. Generally, at the conclusion of the project some sort of presentation and/or examination of the project is required.

**COMMENTS:** These courses are designed primarily for drama majors; however, non-majors are certainly encouraged to take them if they wish. There are no prerequisites.

I believe it should be noted here that, at present, the department is trying to establish an Experimental Theatre program which will be devoted entirely to student productions. This perhaps would be a more effective vehicle for allowing students

to produce their own works—with access to the facilities of the department—than channeling their talents into the formal structure of these courses. Hopefully, more information will be available on this program next semester.

# Theology

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## Theology 31 Christ and Faith, 9TTS George Coulon, C.S.C.

**CONTENT:** Starting with the quest for the human Jesus in modern Christian thought, this course will examine the Christ of Christian faith in the New Testament and in early Christian controversies and then attempt a contemporary restatement of Christology.

Beyond this thematic description Fr. Coulon has not yet decided what material will be covered in the course.

**PRESENTATION:** Last semester Fr. Coulon used a considerable amount of discussion in his course, but has not yet decided on a format for next semester.

**READING:** The only reading that Fr. Coulon has decided on is Oscar Cullman's *The Christology of the New Testament*. Others will be added later.

**COMMENTS:** In his course last semester most of the students rated his lectures, which were mainly considerations of the reading material, as fair. He generally was more interested in discussing and clarifying material in the readings than in introducing outside material. There was always adequate time allowed for student questions. His grading was generally considered quite fair.

## Theology 33 Dimensions of Transcendental Experience, 8MWF Kenneth Grabner, C.S.C.

**CONTENT:** The course will deal with the phenomenon of expanded conscious awareness as achieved through the experience of transcendental meditation. An examination of how this experience affects the human personality will be offered, and attention will be given to Eastern religious thought.

**READINGS:** Selected readings and discussion will center on the Upanishads and Mahayana Buddhism including Zen.

**ORGANIZATION:** Fr. Grabner has not yet fully organized this course, which will be offered for the first time next fall, although he seems prepared to pay extra attention to discussion, since students have usually noted that not enough time is allotted for it.

**COMMENTS:** Father Grabner in his Existential Christ course had very high ideals for his course, but he was too much bound up with the "old" theology to appreciate the "new." As it was, the course was simply a decent course which promised more than it delivered, and as such it was recommended for those who were not particularly concerned about an in-depth appreciation of the modern school of thought with which it deals. Again, the course has not been taught before and these are only reflections from another one of his courses.

## Theology 35 The Sociology of Religious Experience, 10TT12 Aidan Kavanagh, O.S.B.

**CONTENT:** This course winds slowly toward a definition of religious experience by way of a gradual appreciation for the

ritual patterns of activity that result in the experience. Fr. Kavanagh considers the basic question and the focus of the course to be: How do groups of men living within given special and temporal contingencies conceive of themselves and proceed to express this self-image through cultural myth? Thus, the subject matter of the course is broader than, on first glance, its title might indicate. Indeed, given Fr. Kavanagh's essentially scientific approach, one could just as easily label this an anthropology course.

**PRESENTATION:** This semester Fr. Kavanagh's class met twice a week for two 75-minute sessions. Fr. Kavanagh presents his material in rather informal lectures, but not caring for unilateral teacher-student relationships, he welcomes intelligent commentary and criticism.

**READING:** No books are required reading for this course. However, Fr. Kavanagh's reasonable supposition is that the interested student will reflect upon class materials and supplement them with the kind of outside reading that either embellishes or seriously questions the essentials laid down in class.

**ORGANIZATION:** Three short book reviews comprise the only assigned outside work for the course. At the beginning of the semester, Fr. Kavanagh will distribute a bibliography of suggested readings for this purpose, but students are not obliged to choose from the books on this list. A word of advice or caution: Fr. Kavanagh expects well-documented, critical reviews. If, as was the case this semester, the reviews do not meet up to his standards, he is liable to encourage greater effort by giving an exam.

**COMMENTS:** This course is highly — we repeat, highly — recommended to any student who is 1) unmotivated in the ordinary required theology courses Notre Dame offers or 2) interested to discover in religion something more fundamental and less provincial than, say, the Baltimore Catechism yet something which, because of its felicitous maternal instincts, is still able to embrace Catholic dogma. Fr. Kavanagh (who himself embraced the Catholic faith while studying for the Anglican priesthood) is a disarmingly knowledgeable lecturer. If classes are not exactly scintillating, still they are incredibly well articulated and documented with the most memorable tangential data and examples. Those whose training is strictly or rigidly scientific, however, may find themselves disillusioned. But after all, scientists and speculative theologians have been trying for centuries to define, prove or deny religious experience without ever arriving at absolutely certain Truths, and perhaps it is wisest (diser Kritiker ist ober kein Wissenschaftler) to admit that words like "ineffable" and "je ne sais quoi" still have an application to this phenomenon.

## Theology 37 Early Christianity, 2MWF Abbe Jean LaPorte

**CONTENT:** Although the final details on this course have not yet been worked out, the plans made so far call for a topical treatment of questions of concern to the early Christians (particularly the Christians before the first Ecumenical Council), organized in an organic rather than a systematic fashion. The course will attempt to supply answers to questions about the origins of the later Christian Church, and will introduce students to the kind of thinking which influenced Christian thinkers during the Church's formative period.

**PRESENTATION:** The course will be conducted almost entirely in seminar-fashion. Father LaPorte has some difficulty with the English language (he recently came here from France), and he prefers to present his own ideas in notes distributed to the students, and then to allow student reaction and questions to dominate classtime. The discussions will center on the relevance of early Christian ideas to the problems which face the modern Church and the Christian in the modern world. The students will be free to express their own opinions, though the teacher tends toward a rather "orthodox" Catholicism.

**READINGS:** Selections from early Christian writings will be mimeographed for distribution among the students, along with Father LaPorte's comments and elucidations of the texts. Readings beyond this are highly encouraged, but not strictly necessary.

**ORGANIZATION:** A series of discussion questions will accompany each distribution of readings and notes. Written student response to these questions, as well as student participation in the class discussions, will be the most important factor in determining the grade. One short paper will probably also be required, but Father LaPorte will assist students in the paper's preparation, and it will require little outside work. If tests are given, they should not require undue preparation.

**COMMENTS:** An understanding of the life and thought of the early Christian Church requires a willingness to enter into sympathy with the concerns of a historical period far removed from our own. With the demise of organized religion in our time, however, new interest in early Christianity has arisen. Father LaPorte's course will certainly be an enlightening experience for students who have developed such an interest.

Father LaPorte himself, however, more than the actual content of his course, is reason enough for signing up for Early Christianity. Certainly he has some inadequacies — his language problem is the most outstanding one. But he is a Christian and a pastor (he was a parish priest in France), a man most concerned with his students. In short, Father LaPorte is a good man. For this reason, then, the evaluator highly recommends his course.

## Theology 39 Old Testament Theology, 10TTS Matthew Miceli

**CONTENT:** Father Miceli has not worked out all the details of his course yet, but he has offered a few general ideas on its contents: "Selected passages from the Law, the Prophets and the Writings are examined in relation to historical situations and relevance for today's youth searching for meaning in life. Prerequisite: Biblical Theology 10 or its equivalent." Since most undergraduates are familiar with Father Miceli's work only in the freshman biblical survey, any evaluation of his anticipated technique in this new course will necessarily be based on his performance in that survey course.

**PRESENTATION:** Father tends to lecture almost from memory. Questions are permitted at the conclusion of the lectures, and the answers given seem to have been memorized beforehand also. There is seldom any discussion in the ordinary sense of the term. A mixed reaction greets the lectures: while they seem to touch on some critical points of scriptural interpretation, they often appear superficial or fundamentalist; some students have professed to trace passages in them directly to the *Monarch Notes on the Old Testament*.

**READINGS:** Father does not hesitate to assign large amounts of reading. Since the texts for his new course have not yet been selected, it is not possible to evaluate their quality.

**ORGANIZATION:** Questions about Father's tests often result in a barrage of curses from his freshman students; the most commonly used printable word is "pimpy." Freshmen are permitted to do extra-credit work to supplement their grades on the examinations.

**COMMENTS:** Father Miceli is a conscientious teacher in a very

old-fashioned sense of the word. He certainly makes an effort to give an adequate performance in the classroom, but he is not a particularly deep theological thinker. Most of his students feel that he relates very poorly to them, outside of the classroom more than in it. With his freshmen, anyway, he plays the role of an old-line Catholic disciplinarian; it remains to be seen how he will perform in this more advanced course.

## Theology 41 Psychology of Religion, 10MWF Luke Miranda, C.S.C.

**CONTENT:** "Psychology of Religion" will deal with the psychology of religious experience with an emphasis on the implications that this has for theology. Much time will be spent on the role which psychedelic drugs could play in helping to trigger peak experiences, possibly of a religious nature.

No prerequisites are required. The course is open to juniors and seniors.

**PRESENTATION:** The amount of discussion will depend on the size of each section. A number of special speakers will be imported to cover both topics in addition to films, especially on psychedelic drug experiences.

**READINGS:** Students will be required to read an undetermined number of inexpensive, paperback books on the subject of psychology of religion and psychedelic drugs.

**ORGANIZATION:** One term project, a midsemester and a final exam comprise the final grade. The average is B—

**COMMENTS:** Fr. Miranda's approach to drugs is more emotional than logical. Students who engaged in outside reading came to similar conclusions. His lectures, however, were more a presentation of the conclusions he had drawn than a presentation of arguments.

The book list is given several weeks after the course begins, usually after lectures are completed on much of the material. Students suggested that a list be prepared for the beginning of the course so that readings could parallel the lectures.

Tests are fair. Fr. Miranda tries to find out what his students have learned and how the material has affected them.

Despite these few criticisms Fr. Miranda's courses at Notre Dame are generally good. This course is offered with very high recommendation from his present students.

## Theology 43 Human Purpose, 8TTS Robert Meagher

Mr. Meagher, currently of the Religion Department of Indiana University, will be teaching at Notre Dame for the first time next fall. Since he has not taught the course before, we are unable to offer information on it at this time.

## Theology 51 Reformation Theology 1, 2 MWF Hans Boehringer

**CONTENT:** Mr. Boehringer mentioned that the content of the course will focus on the three main centers of the Reformation: Germany (the chief figures are Luther and the Anabaptist Thomas Müntzer), Switzerland (Ulrich Zwingli and Calvin), and England (Thomas Cranmer and John Knox). A discussion of the historical and cultural backgrounds of the Reformers and contact with primary sources will hopefully aid the student to form judgments about the theological meaning of their work.

**COMMENTS:** Mr. Boehringer, currently a graduate student at the university, will be teaching in the department for the first time. Consequently no assessment of his style can be given, except to say that the evaluator's brief impression was of a very articulate and agreeable man. Nor have the reading and work of the course yet been determined.



AIDAN KAVANAGH

As we entered Aidan Kavanagh's office, his voice rose to greet us. It was the mellifluous, self-assured voice of an effortlessly articulate man. We noticed how calm and urbane he seemed at every moment; everything is told in the distinguished figure he cuts, with his charcoal-grey three-piece suit, his blue-striped button-down shirt, and his rich necktie that spiraled upward from beneath his vest. He is a combination of a Southern gentleman (he was born and raised in Texas) and the concert-going European (he spent three years studying at Trier in a Benedictine monastery).

After many years of formless religious life, Kavanagh's whole family converted, when he was 14, to Anglicanism. Seven years later, having had only nominal contact with Catholics, Kavanagh left an Anglican seminary and became a Roman Catholic. "I had thought that my conversion was motivated by intellectual concerns. But you know, our reasons change as we mature, and I have since discovered that I made the change for emotional reasons. At the time I was doing apostolic work for the Anglicans in Michigan; the diocese in which I was stationed subscribed to the rites of the Low Anglican Church, whereas I had grown accustomed to those of the High Church. I felt frustrated and alienated by the restricted range of religious expression. I suspect that I made the conversion because of that alienation. I was drawn by the consistency of the Roman Church. I'm not speaking about rigid, monolithic conventions. No, I am referring to Catholic tradition, which in the

true spirit of 'tradition,' implies the possibility of change; the Catholic tradition is dynamic and goes much deeper than a mere conglomeration of peripheral emotional attachment to temporary modes of religious expression."

Kavanagh was attracted by the consistency of Roman Catholic liturgy above all. He came to Notre Dame to continue the work of the Liturgy Program here from St. Meinrad's Abbey in southern Indiana, where he taught in the seminary. He has been a consultant on the refurbishing of Sacred Heart. "I think it more rational to spend a limited sum at preserving the church's dated charm and increasing its utility," he explained, "than to invest millions in a new white elephant." He comments on the liturgical revival in the halls on campus now, that "what seems to be lacking is an awareness of the need for regularity in ritual. This is not an arbitrary prejudice but an anthropological fact."

His essential approach to liturgy is in fact guided away from the "prejudices" that theology can lapse into and toward a clearer delineation of the social nature of the problems at hand in the liturgy. "We have theologized liturgy to death. I had some nuns come to me complaining that their liturgy was not creating a community. Why? Because their community did not exist in the first place for them. Instead of theologizing about things like the real presence, a theological obstruction for centuries, we should be studying the actual social forms in which men express themselves."

## Theology 53 God in the Modern World, 10TT William Jenkinson

**CONTENT:** This course, offered for the first time at the junior level, will be similar to the previous Sophomore 20 series course "God in the Modern World." The content of this course is an examination of how man interprets himself and his relationship to God. The approach of this course is historical, using the block-and-gap method. Beginning with Plato and the Hebrew people, this course covers St. Thomas, the philosophers of the 17th century, Kant and Comte, and ends with what Fr. Jenkinson terms the "20th Century Construct." While proceeding chronologically in history, this course is not a history of thought in the straight sense. It is an attempt by a systematic theologian to order the insights of psychology, sociology, and philosophy.

**PRESENTATION:** Everyone questioned concurred in the opinion that the course was at least very good and the word "excellent" was not used infrequently. The lectures were considered to be uniformly good, though sometimes they seemed to get too deep for some of the students in the class. Questions asked during the lectures were usually handled well and at some length.

Sentiments expressed about the weekly discussion periods were more varied. Some thought the periods to be very worthwhile, a place to hash out the major ideas of the required reading. Others considered them a waste of time; for they seemed to be unrelated to the main framework of the course. The discussion leaders were praised for their ability to handle the discussions without dominating them.

**READINGS:** Required reading will include: M. Eliade, *Cosmos and History*; H. Cox, *The Secular City*; Immanuel Kant, *Religion Within the Limits of Reason Alone*; A. H. Mashow, *Religions, Values, and Peak-Experiences*; and/or R. Hillsman, *Insearch: Psychology and Religion*.

The first and last two or three books will be new to the reading list; while Cox's book, one considered to be very influential on their lives by many, will return.

**ORGANIZATION:** The course will entail two exams (1/3 of the final grade), a paper (1/3 of the final grade), and a short paper on the last one or two books of the reading list (likewise 1/3 of the final grade). Grades tend to follow a normal curve. The paper will be from 9-12 pages in length. It will involve an attempt by the student to tie together the material of the course and present his appraisal of it.

**COMMENTS:** This course seems to be doing the two things that a good theology course should do well: first, it is conveying a good deal of content. Secondly and far more importantly, it is inspiring the people who take the course to think about the Big questions which theology poses in a better and more intense way.

All the students questioned who have or are now taking the course feel that it is worthwhile and would take the course over again. It is a clear tribute to the teacher that many who were previously hostile or indifferent to theology courses are now much more interested in theology.

The only complaint raised about the course was that the exact relationship of the required readings to the course (lectures) was less than perfectly clear. More effort will be required by either the teacher or the discussion leaders to relate this reading to the material of the lectures.

Having had almost all the really good theology teachers in this school, I can clearly state that Fr. Jenkinson ranks very near the top of this group. I would recommend unconditionally that anyone who has the chance to take a course with Fr. Jenkinson should.

## Theology 55 Theology of Marriage, 10TTS Joseph Hoffman, C.S.C.

**CONTENT:** Study and discussion of marriage from what would generally be acknowledged as a very liberal position.

**PRESENTATION:** Fr. Hoffman offers to run the course as the

students like, but lack of student response and his own previous planning usually result in a standard scheme. He encourages questions and discussion, and sets the tone of a generally relaxed class atmosphere in which questions can be freely asked and a wide variety of opinions expressed. His easy manner and tolerance usually prompt even the most reticent to contribute. Group discussion is his strength, and he tends to be emotional in long lectures.

**READINGS:** Four books are required. Among these are *The Adjusted American* and *Love or Constraint*. All four are enjoyable and reasonably thought provoking.

**ORGANIZATION:** A short test on each book and on the few class notes distributed before each test are given. The tests are rather specific, but grading is quite liberal. In addition he expects a three-page book report. In lieu of a final, seniors are asked to write their own theology of marriage, which can express variant points of view, but must indicate the student's knowledge of lecture material, discussions, and outside reading.

**COMMENTS:** Students should generally find the course a worthwhile experience and a meaningful, though hardly taxing, way of fulfilling the senior theology requirement. In addition to the open atmosphere of the classroom, the unusual perspective on the subject is the course's chief strength.

## Theology 57 19th- and 20th-Century Theology, 9MWF Albert Schlitzer, C.S.C.

**CONTENT:** This course will examine the principal theological issues of the 19th century with attention paid to the problem of the limits of faith and reason.

The content of the course will be divided into two parts. Approximately the first two-thirds of the course will stress Protestant figures: The Enlightenment thinkers, Kant, Schleiermacher, Hegel, Harnack, and Kierkegaard. The second part will examine Catholic thought and movements of this period: The decrees of the First Vatican Council, the Syllabus of Errors, Neo-Thomism, and Modernism.

Some more than general background in 19th-century history and philosophy will be very helpful but not absolutely necessary.

**PRESENTATION:** An attempt will be made to run the classes as seminars. This will entail one or two students taking one of the figures and preparing a short presentation. Then the teacher will make any necessary comments, and a general discussion will ensue.

A course similar to this was taught this semester to the seminarians. The discussions were generally good though this depended upon the difficulty of the material and the amount of work that the members of the seminar had done beforehand. If the students were unable or unwilling to carry on a discussion, then the teacher would lecture. However, the teacher did not attempt to stifle discussion by engaging in frequent monologues in attempts to clarify points.

**READINGS:** The readings for the course will combine primary and secondary sources. A list of suggested readings will be given at the beginning of the course.

In general the readings were considered worthwhile. Some of the material was perhaps overly difficult.

There was no pressure on the students to do a certain amount of reading though some reading on each of the figures was presupposed.

**ORGANIZATION:** Each student will be expected to prepare a presentation. He will also be expected to do a term paper on a subject of his own choosing. There will be a brief final examination — oral or written.

**COMMENTS:** Among the seminarians questioned, there was a consensus of opinion that the teacher knew a great deal about the period this course treats. There was also agreement that he

well conveyed his personal interest in the material.

Disagreements about how good the course was seemed to depend upon the background of the people taking the course. Everyone questioned thought the course was worthwhile; but the people who spoke most enthusiastically about the course had good backgrounds in history and philosophy.

Everyone questioned thought that the teacher should spend more time on the principal trends of the period and provide more background information on the figures discussed. This would make the transitions between figures more coherent.

It is necessary to understand the theological issues of this period if one desires to understand the problems in theology today. This course, however, is not for the theological dilettante; for the philosophy and theology of this period in addition to being very significant is not easy reading. This should not be construed as a warning that only philosophy and modern history majors should take this course. The teacher is very capable of simplifying the difficult material and he seems to understand what the students are capable of learning.

## Theology 61

### Theology of the Church, 10MWF

Francis Sullivan, C.P.P.S.

**CONTENT:** This is a course in the Documents of Vatican II, with particular emphasis on the "Constitution on the Church." There are no prerequisites. The class is composed primarily of juniors, though there are members of other classes in the course.

**PRESENTATION:** The lectures are thorough examinations of the texts. Discussions tend to be somewhat sub-par, but it is difficult to make suggestions for their improvement. Discussion is by no means discouraged, but owing to the nature of the course it is often difficult to discuss without getting off the subject. Lectures and discussions are concerned solely with the texts, as are the examinations.

**READINGS:** The text for the course is the Guild Press edition of the Documents of Vatican II. In addition, three book reviews are required from a list of books including works of Baum, Congar, Davis, Haring, Kung, McKenzie, Rahner, Schillebeeckx, and others. All books on the list are related to the Church, its nature, and its functions.

**ORGANIZATION:** There are three tests and a final exam, which are composed of true-false and multiple-choice questions. In addition, the three book reviews are given a cumulative grade, which can influence one's final grade by one letter-grade. The tests pose no great problem; the average final grade should be a B.

**COMMENTS:** The Documents of Vatican II are far from being the most exciting material ever written, but knowledge of them is certainly useful to the contemporary Catholic. The course is recommended to anyone interested in the Documents. Treatment of them is fairly thorough, and Father Sullivan knows whereof he speaks.

## Theology 63

### Theology of the Spirit, 9TTS

Edward O'Connor, C.S.C.

**CONTENT:** Though Fr. O'Connor gave this course last year, he has completely reworked it and it is essentially a new course. The description that follows is his own:

"The course subject will be the Holy Spirit considered not merely as the mysterious third person of the Blessed Trinity, but as imparted to man to be the living inspirer of his life, giving him a personal relationship with the Divinity. The course will explore the awakening awareness in contemporary theology on which the Christian life is based, not only the juridical and sacramental institutions in the Church, but also of the charismatic which is not just an appendage or oddity, but an essential third dimension."

**PRESENTATION:** Fr. O'Connor's lectures are, generally speaking, good. They are scholarly, well structured and always relevant to the readings. Though it is not deliberate, his lecture style has the tendency to resemble proselytizing. Because of his conservative theological bias, they may seem boring to close-minded liberals, but they are worthwhile. Discussion is permitted, al-

though he likes it to remain germane to the topic of the day.

**READINGS:** Readings consist of Scripture and various as yet undetermined contemporary theologians. The choices are usually good, and adequate time is allowed for the reading.

**ORGANIZATION:** There are one term paper, two or three quizzes, and the final. The average grade is B.

**COMMENTS:** Fr. O'Connor's courses generally seem to have a bad reputation. This is due almost entirely to his conservative theology, and little to his lecture style. I would urge anybody who doesn't want to take him to reconsider. He is an intelligent and scholarly professor. I usually do not agree with him, but it is impossible not to learn.

## Theology 65

### Theological Ethics Seminar, 2TT4

Charles Sheedy, C.S.C.

**CONTENT:** With no prerequisite except a recommended upper-classman status, this course is a seminar surveying current thought in Christian ethics. The major emphasis is the thought of contemporary Christian writers on ethics in general (e.g., the basis of natural law in studies of ethics, how issues should be defined, place of individual conscience, etc.), with student-directed discussions on particular issues later in the semester.

**READINGS:** The readings consist of notes Fr. Sheedy has taken on books which are too numerous and too long to read (including such authors as Buri, Rahner, Bonhoeffer, Dodd), with the core material for discussion being a good collection of essays by contemporary Christian thinkers. (*Norm and Context in Christian Ethics*, \$4.50.)

**ORGANIZATION:** In this loosely organized seminar there are no exams, an informal presentation on a short book, and an exposition of some ethical problem—student's choice of topics. Grading philosophy is unknown but the prognosis is good.

**COMMENTS:** The verdict on this course is "yes," it is far superior to the ethics courses offered in the department's forty series. Fr. Sheedy really means it when he calls the course a seminar, and the discussions, though sometimes slow starting, are very interesting. Father always has an informal viewpoint, and the fact that he is a C.S.C. is in no way inhibiting. The quality of the readings is good and the amount is very reasonable. The student presentations are surprisingly good, a fact due to Father's faith in students. For any serious student who has a genuine interest in religious problems and who would also like to experience a rare student-teacher rapport, this course is highly recommended.

## Theology 67

### An Existential Encounter With Christ, 9MWF

Kenneth Grabner, C.S.C.

**CONTENT:** The course will present modern Christian problems and ask what meaning contemporary man might discover in the message of Jesus. Certain questions will be investigated: How does modern man find the Christ? How can modern man find the Christ in the Church? What is the religious perspective of the Roman Church? How can man find the Christ through conscious-expanding awareness of his own existence?

The discussions will be set against a background of modern writers, including Camus, Thomas Wolfe, Kafka, etc.; and will investigate the questions raised by them: What happens if man feels that his existence is meaningless? If God can be experienced, how does the Christian achieve this experience?

There are no prerequisites. The course is open to juniors and seniors.

**PRESENTATION:** The course is lecture and discussion style. Part is in the form of seminars. Students felt that the professor was well prepared for his lectures, possibly so well prepared that he tended to rush. He was described as: "very tolerant and open minded. He refrains from answering questions absolutely. He makes sure that the opposing opinions are presented."



Although the lectures are interesting, and an honest effort is made to answer questions at any time, Fr. Grabner tends to return to his own lecture material rather than allow long digressions. In the seminars emphasis is placed on personal contact. Students will be required to share their ideas.

**READINGS:** Readings for the course include: *Divine Milieu* by Teilhard de Chardin, the *Autobiography of Malcolm X*, *God Is With Us* by Boros, *Who Is Christ?* by Padovano, and *The Credibility of the Church* by Baum.

In addition to this list students are expected to explore some suggested readings in an area which interests them. The five required books are directly related to the lectures. Fr. Grabner does not discuss them in class but rather mentions when the readings occur in his lecture scheme. Students were generally not impressed with the books; one exception being *The Autobiography of Malcolm X*.

**ORGANIZATION:** Two major papers and one seminar report are required. The final can replace one of the major papers at the discretion of the student. This policy may be discontinued next year.

Fr. Grabner requires that a person think independently. A student cannot merely rehash the course material on an exam. He must be willing to draw parallels with outside reading. The exam questions must be put in the context of your own thoughts. The student must show that he has a wider view of the questions than was presented by the professor in his lectures.

**COMMENT:** This course is designed to appeal to students interested in the irrelevance of God for contemporary man. Fr. Grabner likes systematic thinking and does not admire the lack of logical thought in "pop" theology. He will stress the logic implied in faith.

The students felt that this course would be improved if Fr. Grabner did not try to set the structure so rigidly. He should allow for more flexibility in tune with the students' needs, more seminars.

The course is not recommended for majors.

## Theology 113 Christian Attitudes Toward War, Peace and Revolution, 3 MWF John Yoder

**CONTENT:** Dr. Yoder surveys the logic of the various positions taken by Christians toward war, peace, and revolution from the time of St. Paul to the present. He analyzes the consistency of different positions developed in order to determine their pre-suppositions.

Some familiarity with Church history is usually a prerequisite.

**PRESENTATION:** His lectures are clear, concise, packed with information. His own logic is so close that the attentive student will be able to gain significant *insights* into the theme of Christian attitudes toward war. He sprinkles his lectures with enjoyable puns and uses his dry humor to get his ideas across rather than distracting his listeners from the matter at hand.

Dr. Yoder encourages questions and answers them clearly and directly. The readings he assigns clearly complement his lectures.

**READINGS:** All the readings are informative and contribute to the value of the course. There are about 14 requirements: two books, two pamphlets, and a series of research papers (mimeographed) written by Dr. Yoder himself. He also expects an average of 100 pages read per week from a parallel list of recommended readings. Six to seven hours of reading time a week is usually adequate. Total cost of texts is around \$16.00.

**ORGANIZATION:** In addition to the required readings and comprehensive final exam, there are two research projects required. These take the form of a one- to three-page summary of research results, including an essential bibliography of three to 10 items, with conclusions in capsule, outline form; there are to be no long quotes; unresolved questions and inconsistencies the student uncovers are to be pointed out. These research capsules

are duplicated in a standard form and distributed to the other members of the class.

The final grade is based on the research projects, the final exam and class participation; Dr. Yoder is not known as an easy grader.

**COMMENTS:** There is no doubt in my mind but that this course is among the three great ones I have ever had. It is possible to gain truly moving insights into the personal meaning of commitment to Christ and a style of life that fits such a commitment. If one is inclined toward nonviolence and pacifism he may gain a deep understanding of what is actually involved in such a personal stance. He may come to see pacifism as part of a lifetime commitment and not just a superficial emotional reaction that dies once one enters the establishment.

If I were doing it all over again I would certainly include such a course but would probably recommend it for seniors, maybe juniors. John Yoder is no golden boy of academia; he won't inspire masses of students to march out and convert the world; but for those who are ready for it and willing to do some hard thinking and questioning, he can help them gain a depth to their self-understanding as Christians that will last for their lives.

## Theology 115 Theology of Grace James Burtchaell, C.S.C.

**CONTENT:** The course is based on insights derived from Fr. Burtchaell's former course in Biblical Ethics. They have to do with the nature of New Testament Christianity and its attitude toward hostile elements in the Old Testament and subsequent Christianity. Work done for the course during this summer will form the nucleus of his next book.

The reviewer would like to note that the content of "Theology of Grace" will likely contain much more of Fr. Burtchaell's personal interpretation of Christianity than have his past courses, which were almost wholly biblical and very academic (though legitimately so). Participants in the Dillon Hall liturgy have probably been exposed to many of the course's themes.

**PRESENTATION:** Fr. Burtchaell is an extraordinarily effective teacher; his classroom manner is a pleasing blend of urbanity, learning, and self-assuredness, not unlike, as one student commented, an Anglican bishop gone pop. Lectures are well organized and substantial; cutting them would be the student's loss. One drawback: in discussion he is something less than successful at refraining from intruding himself into the argument.

**READINGS:** As yet undetermined.

**ORGANIZATION:** The course work has not yet been decided upon, either. However, Fr. Burtchaell is disenchanted with the unwillingness of students to exert themselves voluntarily (numerous bad experiences have confirmed this), and warns of unremitting toil from first day to last.

**COMMENTS:** In the three years since his return from Cambridge, Fr. Burtchaell has become a genuine campus figure, having his own hall liturgy, journeying on Summa trips, and being quoted in *Time*.

In addition he teaches, and does it very well. His courses in the past (St. John and Biblical Ethics) have been quite good, though heavily academic. In his own words he was studying ancient documents, not solving faith crises. This proved disappointing to those who, having come to appreciate his gift for counselling, hoped to communicate with him intellectually. "Theology of Grace" should prove especially interesting to them. One concrete criticism of former courses that perhaps cannot be remedied is the variety of his activities, which perhaps do not always allow him enough time to devote to a course.

The reviewer has tried unsuccessfully for some time to affix an ideological label to Fr. Burtchaell, but now admits defeat; labels on Fr. Burtchaell are like Daedalus' statues and the definitions of Socrates' opponents: they seem to get up and walk away. He seems to transcend labels, which may just be a nice

way of saying he is inconsistent. Intellectually his thought has the virtue of being heavily biblical in spirit and motivation, which (again) may be a nice way of saying he is innocent, or heedless of philosophy. His personality is a strange mixture of arrogance, gentleness and unusual sensitivity, patience, discipline, and paternalism, all of which find their way into his teaching.

A unique, charismatic man, from whom much is to be learned.

## Theology 121 Jewish Theology, 2MW4 Rabbi Rosenstock

**CONTENT:** The first half of the semester is spent studying the history of Judaism and Jewish thought as found in the Old Testament. The remainder of the semester is devoted to tracing the progression of Judaism from the Old Testament through the later Jewish thinkers and writers and down to Judaism as it exists today. The relevance of Jewish thought to contemporary issues is emphasized throughout the course. Rabbi Rosenstock often interrupts the normal progression of his lectures to consider the Jewish interpretation of issues which face us today.

**PRESENTATION:** Rabbi Rosenstock has a somewhat formal lecture style, but his lectures are far from boring due to his insistence on student participation in the classroom. He entertains questions at any time, and invites his students to offer their own interpretations of any part of the subject matter. The notes which he uses for his lectures follow the readings fairly closely, though he often points out areas where he differs with the author's interpretations.

**READINGS:** *Understanding the Old Testament* by Bernhard W. Anderson; *Basic Judaism* by Milton Steinberg; *The Chosen* by Chaim Potok.

**ORGANIZATION:** Basically a lecture course with full student participation encouraged. The grade for the course is determined by a final examination and one term paper. The paper can be of any length, and its subject varies from semester to semester. The subject for this past semester was "Who are the Chosen?" Rabbi Rosenstock is generally considered a liberal grader, though the reading must be done and a fair amount of study is desirable.

**COMMENTS:** This semester the students in the course were primarily nonmajors, and I would recommend the course to anyone interested in a broad course on Judaism. This same recommendation applies to majors, but with a warning that the scriptural coverage is not given the scholarly emphasis found in other Old Testament courses. This is both right and necessary for two reasons: first, the course is too broad to permit any really detailed Scripture study and second, such a detailed study is not necessary for the course to attain its goal of presenting a comprehensive look at Judaism.

## Theology 125 Sources of Atheism, 11TTS Hans Verweyen

**CONTENT:** The course will deal with the "philosophical investigation of the problem of man's openness to God as the first task of theology; the development of philosophical autonomy from the core of theology to contemporary atheism; and faith confronted with contemporary atheism." The most time is spent on the middle section and consists of lectures on such men as Augustine, Anselm, Aquinas, Descartes, Hume, Hegel, Marx, and Camus. There are two sections, the second taught in German.

**PRESENTATION:** Prof. Verweyen's lectures were generally seen as quite good but there was agreement that his accent made it difficult to follow them, and that they tended to be dry due to their scholarly and intellectually demanding character. This latter point tended to limit discussion to question about the material or to those who already had some familiarity with it. Test material came strictly from the lectures and discussions.

**READING:** The only text was John Hick's *Existence of God*, but Prof. Verweyen has numerous handouts which are mostly summaries of preceding lectures. The readings were good in the opinion of all students interviewed.

**ORGANIZATION:** Papers and tests change from year to year. In the current semester they consist of one paper and a take-home final, and two objective tests; some students are excused from the final if they've done well. The average grade seems to be about B.

**COMMENTS:** Students were divided in their judgment of the course. Some were enthusiastic about it, others lukewarm, and others disliked it. There was general agreement that the material was good, but its presentation received varying degrees of criticism. Everyone would have liked the course to be more interesting, but offered no suggestions for change, except to express a desire for "examples pertaining to the students' lives." All seemed to want increased discussion.

The course is recommended chiefly for those who have a background or an interest in philosophy or theology, though achievement in the course did not seem to be limited to such students.

## Theology 131 Hebrew Scripture, 11MWF John McKenzie

**CONTENT:** Father McKenzie has not yet decided precisely what this course — designed as an overview of the Old Testament — will deal with. He says it is a "safe guess" that it will involve readings from the earlier portion of the Bible and some illuminating comments from himself. Any review of the technique of the course must, accordingly, be based entirely on Father McKenzie's past performance with undergraduates.

**PRESENTATION:** Father McKenzie does not exactly lecture; instead, he comments, verse by verse, on the readings assigned. His comments tend to be a summary of scholarly findings regarding particular biblical passages, though he occasionally takes positions more "radical" than those adopted by his colleagues. Questions are welcomed, but there is little discussion. Father feels his students know little about the material with which he deals, and he is more anxious to share his ideas with them than to hear their response.

**READINGS:** Very little time is required for the readings Father McKenzie selects. He is more concerned with imparting precise knowledge about a limited number of biblical passages than with imparting limited knowledge on a multitude of passages.

**ORGANIZATION:** Nothing definite has been worked out on this point. But Father McKenzie is not anxious to burden his students with reading and writing about things with which they are not familiar. Hence, the work assigned tends to be both light and not terribly difficult.

**COMMENTS:** Father McKenzie is the best biblical scholar in America, and one of the most respected in the world. He says, "If I don't know something about the Bible, nobody knows it," and he is, in his usual tongue-in-cheek fashion, telling the truth. At times his commentaries on biblical passages tend to drag, but the student who is willing to listen carefully to what he says will be rewarded with some of the most clever and caustic wit on campus, as well as some interesting insights into rather significant pieces of literature. Persons with an excessive loyalty to certain ecclesiastical and political institutions should probably hesitate before signing up, as should those who have little interest in Old Testament writings.

## Theology 156 Church Evolution I, 1TT 3F7 William Storey and William O'Brien

**CONTENT:** Dr. Storey describes his Church Evolution course as a "chronological and topical survey of the historical evolution

of the Church, emphasizing its theological, liturgical, and structural developments and its interaction with surrounding cultures. This course is designed to insure that the student has an adequate and in-depth understanding of the genesis of ancient and modern theology and of ecclesiastical life in general." The course consists of three one-hour lectures per week and a two-hour seminar, discussing theological documents from the period under consideration. The course can be taken for five credits by Notre Dame and St. Mary's theology majors, by specially qualified ND CAP students, and by seminarians in the Professional Theology program for three credits.

**PRESENTATION:** Dr. Storey's fiery lecturing style and command of Church history have made his courses among the most popular in the theology department. His lectures have the knack of simplifying a complex period or situation, and are enlightening as well as entertaining. His digressions help to bring the period to life to the student, as he strives to aid the student in better understanding the Church as it is today, through an investigation of its past. Dr. Storey is a radical — radical in his commit-

men to his belief and in his determined attempts to convey his subject to the student.

Mr. O'Brien, who will assist Dr. Storey in lectures and discussions, is a modern Church historian, and will be teaching at Notre Dame for the first time this fall.

**ORGANIZATION:** Because this course is team-taught, and half the team has not yet arrived on campus, definite preparations for the format of the course have been limited, but Dr. Storey's half promises bountiful readings, emphasizing primary sources and many written assignments in conjunction with the readings.

**READINGS:** It is expected that one book per week will be required, which will then be discussed in the two-hour weekly seminar.

**COMMENTS:** Church Evolution is a two-semester course, being offered for the first time this fall, a direct result of the recent revision of the curriculum of the Notre Dame theology department.

# St. Mary's Teacher-Course Evaluation

This, the third Student-Teacher Course Evaluation, includes more responses from students than either of its predecessors—in this sense it can be considered the most successful of the three. Our aim has been 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 also that faculty will become more aware of the teaching standards and styles deemed most valuable by and for our student body. The success of this publication is the result of the interest and cooperation of the faculty and the students.

Almost every course in the St. Mary's College curriculum has been evaluated. In most cases, a faculty synopsis is included with the evaluation. A few courses have been evaluated even though there was not a fifty percent response from those in the class. Some which had less than that fifty percent response were co-ex classes, and Notre Dame students did not have the opportunity to fill out a questionnaire. Next semester our distributions will include Notre Dame students. 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.

We did not expect the volume of copy that we received. Hopefully, next year with an expanded editorial staff we can improve on the quality of the writing in the evaluations. This year we were pressed for time and help in the editing process.

The Student-Teacher Course 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.

I offer great thanks to all who have offered assistance, advice, criticism, and encouragement. I am grateful, particularly, to the faculty who have shown such interest in our efforts and who have been so encouraging. Special thanks go to my staff without whose assistance we would have no publication.

I think that the Student-Teacher Course Evaluation has now, after three editions, become established. It has proven that it is both viable and worthwhile.

*Pamela M. Carey*  
General Chairman

# Art

## Art 1 Drawing

James Paradis

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 33, Response 21

This course is designed primarily for art majors, and no written exams are given. The course covered study of contour drawing, line drawings and value drawing. Outside drawing assignments were given, and the criteria for grading were based on student's improvement during the semester. One student wrote, "Mr. Paradis' effectiveness was seriously hampered both by the size of the class and by the fact that he had another class at the same time. He does want to help, however, and personal interviews are very satisfying."

## Art 3 Visual Arts Survey Richard-Raymond Alasko

INSTRUCTOR'S SYNOPSIS:

For the Autumn Semester, 1968-69, section 1 of the Survey in Art used two texts, H. W. Janson's *History of Art* and Rudolf Arnheim's *Art and Visual Perception*. The history text was used to give the student examples and a vocabulary of terms germane to the study while the psychological studies exposed, through dramatic examples, the central relationship of works of art both as a heritage and challenge.

Two tests and a short term paper were required. Problems posed to the student dealt specifically with the ability to critically approach a work of visual art and verbalize a sophisticated understanding of it.

STUDENT EVALUATION:

Enrollment 47, Response 21

Most students in the class seemed to have no trouble with the textbook or exams. Outside reading and assignments were required. Criteria for grading were made clear in the beginning of the course, and students received the grades which they expected. Concerning the teacher, one student said, "I felt Mr. Alasko had trouble bringing his lectures down to the class level . . . none had had any previous Art History courses, and his lectures were quite deep and assumed previous knowledge on our part."

## Art 3 Visual Arts Survey Sister Rose Ellen Morrissey

INSTRUCTOR'S SYNOPSIS:

Art 3 is designed as an introduction to an appreciation of the historic range of art objects with the goal of some understanding of contemporary pieces. Method is largely lecture using slides, some films, and the possibility of field trips. Material for reference is available in the gallery, the library and the community though not assigned. Tests, about every three weeks, are of the essay type (3 out of 6 questions and take the entire period).

Grades are based on tests with a sliding scale: the group matched against each other, and each test counting more than the last.

STUDENT EVALUATION:

Enrollment 15, Response 6

Students seemed to have no problem with the textbook, but

there was a general complaint concerning exams. Most students felt the exams were too deep for the material which was covered. Because of this, grades were lower than what the students expected. Some felt the course was discriminatory against non-art majors and complained about the amount of material covered.

## Art 51 Design Sister Rose Ellen Morrissey

INSTRUCTOR'S SYNOPSIS:

Design is planned as a foundation course which follows the introduction to media and general art concepts in the freshman year for art majors. Ideas such as layout problems, methods of composition, use of color, etc., are taught more or less indirectly. A number of assignments which vary in specific requirements and aims (10 out of 14 last semester) serve as an orientation to current theories of relationships. Some of these assignments were the result of requests from the community. No tests were given. Some students chose to work entirely independently.

Grade was based on the quality (amount of thought, creative interpretation, specific meeting of the requirements of the problem, along with some consideration of skill and presentation) of the finished piece.

NO STUDENT EVALUATION.

## Art 72 Discovery Richard-Raymond Alasko

INSTRUCTOR'S SYNOPSIS:

A philosophical survey of the development of man's consciousness through Art, the course used Rudolf Arnheim's *Art and Visual Perception*. Readings by men in the field of aesthetics and visual phenomenology such as Gyorgy Kepes augmented lectures which dealt with the chronological estimation of man's self-critical awareness. As a two-semester course, the first semester dealt specifically with Paleolithic and Neolithic, Pre-Columbian, Classic (antique), Merovingian, Ottonian, and Carolingian examples served as the basis for ideas of "tendencies" in visual works. Two exams, one short paper — class participation insisted upon.

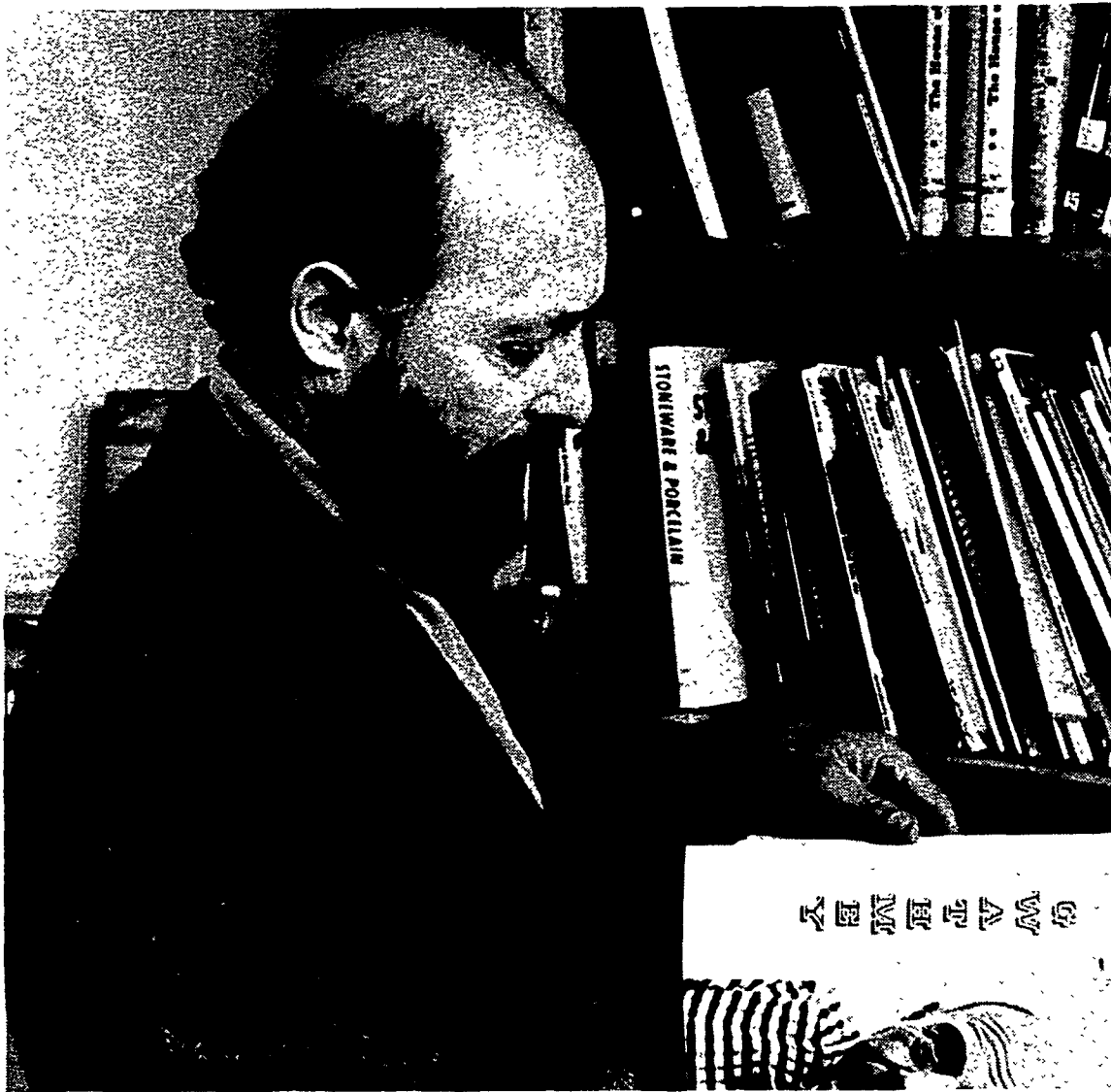
STUDENT EVALUATION:

Enrollment 15, Response 10

Students for the most part agreed that the textbook was interesting, clear and appropriate for the course. They also felt that the assignment load was reasonable and promoted creativity and individual thinking. A term paper was given and Mr. Alasko corrected all work conscientiously and gave it back in a reasonable amount of time.

The response to Mr. Alasko's exams was generally quite favorable. Exams covered the basic concepts of the course and were based both on the text and on class discussions. Exams were also based on reasoning ability and were of suitable length to the amount of time allotted. These exams were considered appropriate to the level of the material covered in the course. Both announced exams and a comprehensive final were given. Students agreed that class participation, attendance, and outside assignments were an important part of the course.

Concerning Mr. Alasko's qualities as a teacher, his students rated him very highly. His organization of the course material, his preparation for lectures and lecture content itself were considered to be either very good or excellent. All students agreed



JAMES PARADIS

Mr. James Paradis has been an art professor at St. Mary's College for three years. He has taught such subjects as drawing, design, painting, ceramics and methods of art education. Well-respected by his students and fellow teachers, he is often sought as a wellspring of advice. Paradis stabilizes the art department but still manages to provide a freshness for creativity, a willingness for experimentation and an enthusiasm for the individual student.

Mr. Paradis initially approaches his subjects in a basically formal way in order that the groundwork of the course may be firmly laid. After a few weeks the student is free to create, to seek advice, to experiment, to question, to search and to converse about problems met at different times on a particular project or about art in general. He feels that the student can best learn through his own personal mistakes, and can then progress accordingly, adding or subtracting on the next project according to the discoveries of the previous project.

In criticizing a piece, Mr. Paradis never rejects it; he suggests various ways in which it could be continued. He points out the weak and the strong points but leaves the student the freedom to evaluate what he has said. He stresses that his criticism and suggestions are merely his own views and that the student should be free to accept or reject them.

He helped to enroll the first male student at St. Mary's—in the art department. Mr. Paradis was a member of the Jubilee Committee for St. Mary's 125th Anniversary activities, he is very interested in the future of St. Mary's and feels he can best contribute by bettering the art department, an art department he feels will be the number one in the Midwest.

Outside of class, if he is not working on getting pots ready for a ceramics show, organizing student trips or bowling, he is probably continuing work on his double-A-frame home in Lakeville which he and his wife have built. He set his house among acres of forest overlooking his man-made lake, a lake replenished each year with an assortment of fish.

The pupil is expected to work, to produce and, thus, to progress, to enjoy failure along with success. While his classes are mainly studio classes, any student knows that he is always available to help, criticize or converse. He is an extremely approachable and dedicated professor.

Mr. Paradis finds it difficult to give grades in art classes; he would much prefer a pass-fail system. There are no papers, no tests and no quizzes; rather there are pieces of art to be objectively evaluated. Each student progresses and produces at a different rate and, therefore, must be considered individually.

Lemuel Joyner on art encompasses the artist's view of humanity on campus. This humanity, the "beauty of being," is an experience which, like art, cannot be taught, but only undergone.

"Art is a means of visual communication. On that premise I speak to humanity. My love for humanity drives me to teaching, to share my experience, to enable others to see beauty." Mr. Joyner teaches a Design Workshop and a Graphics course reflecting the wide sampling of media with which he worked during nine years as an artist-designer of church furniture and interiors. "Stained-glass is my love, but I've worked in all types of metals, woods, stones, synthetics and mosaics." Mr. Joyner spent three years in architecture before receiving his B.F.A. and M.F.A. from the University of Notre Dame. He is a member of SMC's Cultural Affairs Committee and a board member of the South Bend Art Association and the Neighborhood Study Help Program. Characterizing his role as "quite an enjoyable challenge," he is also a member of South Bend's Street Academy.

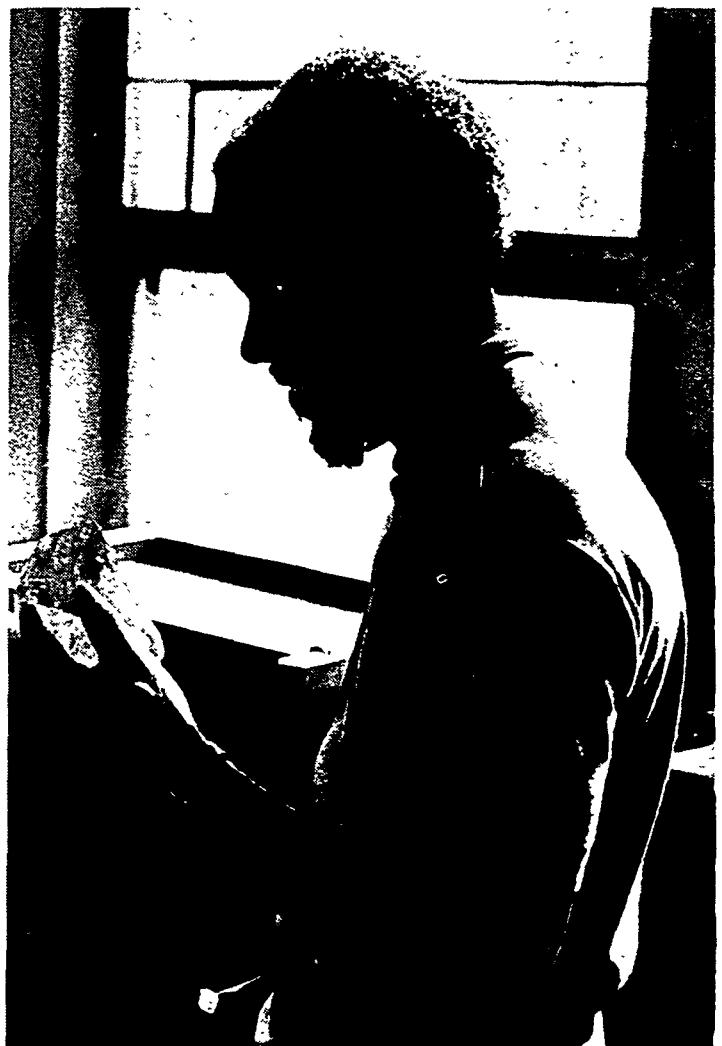
Mr. Joyner's conception of an art student is the key to his attack on SMC's prevailing "unawareness." "I see an art student as not only interested in pastel painting, but abreast with current affairs, concerned with the quality of her education, feeling free to discuss what is actually needed with any faculty member. However, a girl comes to SMC unaware of other people. She hasn't

experienced mankind. When I came to SMC I observed isolated pockets of foreign and minority students. The proportion of foreign and minority groups must be increased tremendously. We have to peel off the barriers and explore with others." Mr. Joyner feels that without the blending of a more diversified student body, academically, socially and economically, the spectrum of experience at SMC will remain tightly structured. "The academic standards here are built on middle-class values and eliminate some of the most creative students. In art I find students who are quite creative but so structured that they find it hard to endure the first weeks of the course.

"Art deals with the emotions as well as the talents of the student. I'm only here to help when the student finds problems she can't resolve herself." The essence of Mr. Joyner's philosophy of education is based quite simply on that. "I believe in academic freedom for students as well as faculty. If I can free students from the idea of merely making a grade, they will explore and expand themselves to develop their personal art. Education is changing to where the student has to develop his own philosophy."

In Mr. Joyner's view, a sense of humanity is eclipsing hypocrisy today. "I believe that students are struggling to get back to the basic truth. This will happen in a multi-racial, multi-cultural environment where we're more interested in humanity than in material."

## LEMUEL JOYNER



that the course was also quite interesting and held students' attention.

Many of Mr. Alasko's students seemed particularly impressed with his interest in each student, the inspiration and respect he evoked from them, and his fostering of creative thinking. In an overall rating of Mr. Alasko as a teacher, his students praised him highly, acclaiming him a very good teacher.

The course itself also had high recommendations from students. Most felt that it served to broaden their intellectual development.

## Art 108b Art for Elementary Education Lemuel Joyner

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 31, Response 25

The students who took this course were mostly education majors and art majors who, therefore, either elected it in the college curriculum or followed the requirements of their major. There is no textbook in the course and the students found the assignments interesting and practical. The work load is well spread out. No term papers are given and no exams; grading is on the basis of improvement. Attendance and class participation are quite important. All grades were A's and B's. No lectures per se were given, but interest rarely lagged. The majority of those responding felt the course broadened their intellectual development.

Mr. Joyner was rated an excellent professor. He was more than cooperative and interested in his students. All of the students felt that they would like to take another course from Mr. Joyner. Overall, the course was very highly rated.

## Art 153 Graphics Lemuel Joyner

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 18, Response 9

There was no textbook used in this course. Students found that assignments encouraged independent thinking and all agreed that the work load required was reasonable for the time allotted. There were no term papers or exams given. But class participation, attendance and outside assignments were an extremely important part of the course.

Since this was a laboratory art course, the straight lecture method was not used. Usually lectures were replaced by class discussions and critiques conducted by the class, or Mr. Joyner instructing students individually. These methods were quite effective. With this more personal approach each student could perform and was judged according to his talent and experience. Through this approach to the class and his attitude, students said that he drew out the creativity of each student. Valuing free expression, Mr. Joyner makes the student uninhibited because of his unique approach. All who responded rated his qualities as a teacher very highly. All students also were enthusiastic in their recommendation of this course to students of all majors.

## Art 166EX Painting James Paradis

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 8, Response 3

It was the general consensus of the art majors taking the course that Mr. Paradis is an excellent instructor—always available to the students, yet, at the same time allowing total creative

freedom—self-motivation being an important factor in one's progress. The non-art major, however, was extremely disappointed in the course and in her grade (the class was divided as to whether or not Mr. Paradis made his criteria for grading clear). She felt it was strictly a "nonwork, fun course" and seriously questioned Mr. Paradis' ability to teach. There are no exams or papers in the course; therefore laboratory assignments, whether they are done in or out of class, are extremely important.

## Art 172EX Photography Philip Curry

INSTRUCTOR'S SYNOPSIS:

Visual expression with conventional photographic technique. A twenty-five-print portfolio and weekly consultation with the instructor are required.

STUDENT EVALUATION:

Enrollment 14, Response 5

All of the students taking this course (art majors as well as non-art majors) felt that the student was on her own in this course—she had total freedom to do as she wished. The only requirement was a portfolio of twenty photographs due at the end of the semester. There were no other exams or papers and attendance was felt to be relatively unimportant. The majority of students, however, felt that the class discussions were stimulating. One student in particular stated that she felt that whatever she had learned came from the help of her classmates and from her own motivation—that she had learned nothing from Mr. Curry. Most students agreed with her that Mr. Curry was generally uncommunicative and that what was gotten out of the class was determined by one's own motivation.

## Art 189EX Sculpture Robert Kuntz

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 7, Response 3

One third of the class was very enthusiastic about this course, considered Mr. Kuntz an excellent instructor, and felt that more students should take advantage of his class. Another third felt that he was good, but that he should use more time giving instruction. It was stated here that the creativity of the class was limited by their lack of knowledge of the fundamentals. The last third of the class felt that he was a poor instructor as all work was left to the student with little, if any, direction. It was also said that the work assigned was not college material. No one was sure what the criteria for grading were. All felt class attendance and participation to be important. There are no papers or exams.

## Art 199EX Independent Study James Paradis

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 2, Response 2

Both students working with Mr. Paradis (one in ceramics and the other in painting) felt him to be an excellent instructor. They thought that he made his criteria for grading quite clear and both were satisfied with the grades received. From their reports, it seems that Mr. Paradis makes himself easily accessible to his students for criticism, advice, and for praise. He responds to each student individually, gearing his approach to their own individual creativity.



# Biology

## Biology 1 Principles of Biology

Alik Antonis

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 68, Response 48

As far as the technical aspects of the course, i.e., text and work load, it was largely rated as good. Examinations were comprehensive, including material which was not covered in class. Unannounced quizzes were not given. Most students felt that the exams were not too difficult in comparison to the level of the material covered by the class. There were, however, many criticisms that too many details were tested, as opposed to basic concepts. Questions were described as "picky" and required mere "memorization of small details."

As far as grades were concerned, attendance was an important factor. Most students received the grade they expected. One student commented that the grading system was too high, with a 96 required for an "A."

A constant criticism of the teacher's lectures was that they were dull and quite repetitious of the text. Many students felt that the teacher relied too heavily on notes and did not speak extemporaneously. As a result of this, they hesitated to ask questions. It was commented, though, that a large factor in inattentiveness to lectures was a lack of student interest in the course itself. It was taken solely because the college requires it, and perhaps the evaluation would have been different had the student attitude been better. There were suggestions that the eight-hour science requirement should either be dropped or at least changed to a pass/fail basis.

In the final evaluation students largely rated the course as either very good or fair, with the additional comment that their evaluation was influenced by their interest in the subject matter.

## Biology 1 Principles of Biology

George Bick

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 38, Response 28

For the most part, students evaluated the text, assignments, and work load for this course as very good. Examinations were clear and geared to the level of the students. Quizzes were given every week; they were unannounced in the sense that the day the quiz will be given is not always known. A comprehensive final exam was given. Attendance is important, and most students received the grade which they expected.

Dr. Bick was considered to be a very good teacher. He realized that many students had little interest in biology, yet he was able to make his course stimulating in spite of a lack of student interest in the subject matter. He was enthusiastic and interested in his students, taking the time to explain difficult passages. His lectures were well organized and complemented the text rather than repeated it. The class held the interest of the students.

This course was intellectually very broadening, and was largely recommended to other students as very good.

## Biology 1 Principles of Biology

Sister Mary Rosaleen Dunleavy

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 78, Response 58

The text and work load for this course were generally thought to be good. Examinations cover the basic concepts of the course,

but also included much trivia, requiring mere memorization of details. Unannounced quizzes are given at least once a week. A final exam is given. Many of the students commented that although the final was supposed to be comprehensive, it was picky and encompassed only the last two chapters. It was called a "trivia quiz" and students did not feel that it tested the basic principles of the course. Other than the final, the exams were considered fair.

Attendance is extremely important, much more so than participation or outside assignments. The basis for grading is a strict percentage scale; this is clearly defined at the beginning of the course.

The lectures were considered largely repetitious of the text. Delivered in a monotone, they did not seem to hold the attention of the class. Lectures were preoccupied with a conglomeration of details that had no unifying concept.

In the final analysis, the evaluation of the course as an intellectual experience ranged from good to fair.

## Biology 45 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 are required per week. This course is for science majors.

In lecture I encouraged questions, when appropriate. Several reading assignments are required. Some assignments are completed by taking achievement examinations. Also, I require three, usually, 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.

STUDENT EVALUATION:

Enrollment 40, Response 32

The student reaction to this course was generally very favorable. All of the students taking this course were enrolled because it was required in their major. The exams covered the basic concepts of the course and were considered fair by the majority of the students. There were no take-home exams or unannounced quizzes. The assignments and work load were considered good and papers were always thoughtfully corrected within a reasonable period of time. The text was considered difficult by most students, but they added that it would make an excellent reference book later on. The course was a survey and, of necessity, covered material quickly and without much depth. It covers material basic to a B.S. degree and was praised as very interesting and informative.

Dr. Dineen himself was recommended as a very good teacher by his students. At times the lectures seemed unorganized, but most students found the lectures clear, well prepared and interesting. The majority of students said that they would take another course from him and would recommend the course as very good to other students.

## Biology 100 Topics in Biology

George Bick and William Hickey

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 5, Response 3

From every account of the students this course was a tre-

mendous experience. It was unique in that the students stated that they learned, and "learned out of the pleasure and fun this course provided." There were only five students in this course, from such diverse majors as Psychology, History, and Sociology, all of whom took this course as an elective. The assignments consisted of reading books, magazine articles, newspaper clippings, etc.; both the assignments and the work load were considered very good by the students. There was no term paper and no exams were given in this seminar course. Class participation and outside assignments were considered extremely important. The class was a discussion which started out on the basis of what the students had read "and ended up wherever our thoughts led us." All of the students in the course received an "A," not because the course was easy, but because the course motivated them — it was both demanding and pleasurable.

Both Dr. Bick and Dr. Hickey were rated very highly by the students. They were concerned and interested, and got to know the students extremely well. Grades were based on class discussion and a personal evaluation by the teachers. The course was outside the field of all of the students and opened up totally new areas. It most definitely broadened their intellectual development and is recommended as excellent.

## Biology 115 Morphology and Taxonomy Leonard Knight

### INSTRUCTOR'S SYNOPSIS:

A study of the morphology, life cycles, taxonomy and phylogeny of animals. Approximately one-half of the semester is devoted to the vertebrates, the other half to the invertebrates. Studies of organ systems are made on a comparative basis. The three-hour laboratory each week during the first half semester is devoted to a study of the organ systems of the shark and cat.

The laboratory during the second half semester is devoted to a study of representative animals from major invertebrate phyla with particular emphasis on taxonomy. Three one-hour exams and a final are required for the lecture class. For the laboratory, three or more practical exams, either oral or written, are required.

### STUDENT EVALUATION:

Enrollment 25, Response 21

The student reaction to this course was generally very favorable. All students taking this course were enrolled because it is required in their major. The exams were considered very fair and covered the basic concepts of the course, there were no take-home exams or unannounced quizzes. There is no term paper given, and the assignments and work load were considered good. The basic and most often repeated criticism was that the course covered too much material for one semester. The students thought that the class was actually two separate courses compressed into one semester, the general consensus was that the course was well-taught but should be expanded to a full year course.

Dr. Knight himself was highly recommended by the students. The material was sometimes boring because of the memorization involved, but as one student pointed out, "Dr. Knight did liven it up a bit with his puns." The course was considered great and Dr. Knight showed an interest in his students and was termed "a truly wonderful teacher." Almost every student would consider taking another course from him. Most students would recommend the course as very good to another student and thought that it served to broaden their intellectual development.

## Biology 117EX General Microbiology Sister Mary Rosaleen Dunleavy

### INSTRUCTOR'S SYNOPSIS:

#### AIMS AND OBJECTIVES FOR GENERAL MICROBIOLOGY 117

A. To introduce the student to the bacteria by a study of their:

1. Morphology
2. Physiology
3. Cultivation
4. Identification
5. Control
6. Relationship to other organisms, especially man
7. Classification

B. To give a brief survey of rickettsia and viruses

## GEORGE BICK

Dr. George Bick firmly believes in merging the academic and biological worlds. Dr. Bick frequently uses the hundred acres of undisturbed woodland which is located north of St. Mary's campus to extend the classroom discussions. The area, secured largely through Dr. Bick's efforts, serves as a preserve area for biology students and faculty research.

Dr. Bick, who teaches principles of biology and ecology, received his B.S. and M.S. degrees from Tulane University and his Ph.D. from Cornell. He is the author of a total of 38 publications. Dr. Bick's scientific efforts reflect a special interest in the dragonflies of the southwest. One of his papers, "An Ecological Study of the Dragonflies of Oklahoma," is currently submitted for publication.

Dr. Bick's easy Texan manner and his extensive knowledge of the Southwest make his classroom experience a pleasure. It is his way of imparting his keen interest in biology to his students. Dr. Bick's lectures provoke thought on the students' part concerning contemporary problems which confront the biological world. As a member of the South Bend Audubon Society, the Advisory Boards of Bendix Woods Park, and Clay Township Park, Dr. Bick attempts to make his students

aware of their immediate biological environment.

The academic environment of St. Mary's captures the interest of Dr. Bick as well as its physical surroundings. Due to the fact that the total structure of our society is built on a framework of evaluations, Dr. Bick does not foresee an unlimited pass/fail system as a reality. A system of this sort would demand a complete and quite drastic change in society itself. Dr. Bick feels that a limited pass/fail system is feasible, especially on the advanced course level for nonmajors. He favors a more innovative format than the classroom situation. Independent research projects and more practical work in the field offer opportunities for the development of student interest.

Dr. Bick realizes that student interest is often curbed by the perennial problem of time. He suggests the reduction of college required credit hours, with a corresponding limit to the number of courses to be taken. Dispensing with the rigid one-to-one correspondence between hours spent in class and credits in favor of a flexible system may also be a solution to the problem. Plans for student representation boards next year receive a hearty affirmative from Dr. Bick as a step in the right direction for improvement of the college.

- C. To acquaint the student with other one-celled organisms (protozoa and yeast) as well as some multicellular organisms (molds).

**AIMS AND OBJECTIVES FOR GENERAL MICROBIOLOGY LABORATORY 117L**

- A. Through the laboratory exercises, to acquaint the students with methods and techniques for cultivating, isolating and identifying bacteria, yeasts and molds  
 B. By experimentation with various chemical and physical agents, to become acquainted with the antimicrobial effects of these materials or agents  
 C. To introduce the student to the lytic effect of the bacteriophage  
 D. To give the student a limited introduction to protozoa and algae.

**STUDENT EVALUATION:**

Enrollment 15, Response 4

This course is a requirement for medical technology students. The text and outside assignments were interesting. There is a term paper given in addition to announced tests and a comprehensive final. Exam questions cover the main concepts covered in class and assignments involving memorization rather than reasoning. Most students feel that the exams are too difficult compared to the level of material covered in lecture and assignments. Outside assignments and attendance are important and grading is on a strict percentage basis. Lectures are interesting and complement the assigned readings. Laboratory work is time consuming, precise and "fascinating." This course broadens the intellectual development of the student by exposing her to the field and giving her a sound factual and procedural basis for further study.

**Biology 121EX**

Genetics

William Hickey

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

**STUDENT EVALUATION:**

Enrollment 22, Response 12

This course is one of the required electives for biology

majors. The text used is clear and apropos to the material both in lecture and in laboratory. Reading material and assignments are flexibly spread throughout the semester and tests are announced well in advance. Examinations cover the basic concepts and include problems which involve reasoning rather than mere memorization. A final comprehensive exam is given. The grading criteria are made clear at the beginning of the semester, and though outside assignments are given, they are not evaluated and are solely for the information of the student. The course is essentially well-planned with good organization of lecture material at times. Most students recommend this course very highly and emphasize the laboratory work. The instructor also has a very high recommendation as being enthusiastic and competent. This course provides the opportunity for individual experimentation and discovery and offers something different in terms of learning rather than memorizing.

**Biology 123  
Principles of Ecology**

George Bick

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

**STUDENT EVALUATION:**

Enrollment 13, Response 8

The course is taken as a requirement for biology majors. A majority of the students considered the numerous textbooks and reading assignments interesting, creative and not overburdening. An assignment schedule is followed and frequent unannounced quizzes are given. Exams are announced and "returned but not discussed." Most students do not feel that the exams covered the basic concepts of the course, but do involve a degree of reasoning. They include material covered outside of class and are often considered too difficult. A final comprehensive exam is given. Lectures are well prepared and interesting. The instructor has a good recommendation, he is "capable" and "interesting, but very frustrating." Most students feel that this course is intellectually broadening with a great emphasis on factual material and a few central concepts. Over all, "students complain a lot about this course, but it's a good one."

# Chemistry

**Chemistry 1EX**

Introductory Chemistry

Mark Bambenek

**INSTRUCTOR'S SYNOPSIS:**

As one of three alternatives to the non-science major who must complete a one-year course in a laboratory science to graduate, this course is generally chosen by those people who do not want to cut up animals and who have less fear of chemistry than of physics.

The intention of the present instructor in the course is to diminish the chemical ignorance of the students in as painless a fashion as possible. The attempt is made to relate the mysteries of chemistry to current problems of general interest. These attempts are not universally successful.

The early part of the course must be spent on fundamentals in order to assure a semblance of communication between instructor and student. This part is more boring than others.

The laboratory experiments are chosen with four criteria in mind: 1) they should illustrate some chemical principles; 2) they should be somewhat practical in nature; 3) they should be somewhat entertaining; and 4) they must be safe. We normally achieve three out of four of these goals.

Grading in this course is based 60 percent on the lecture portion with the remainder on the laboratory work. Three hour exams and a final determine the lecture grade. (An abortive attempt at a science term paper will probably not be repeated for some time.) Laboratory is graded by as objective standards as are

possible. (This last statement is as close as I can come to explaining lab grades.)

**STUDENT EVALUATION:**

Enrollment 36, Response 26

This course is taught to non-science majors to fulfill the college liberal arts requirement. The text was very good. The assignments encouraged original thinking, and the work load was fair. The teacher did an excellent job on thoughtfully correcting and promptly returning the tests and papers. The exams covered the basic concepts in the class lectures and were clearly worded, requiring reasoning, rather than mere memorization. The exams were scheduled and announced and included take-home exams. The final was comprehensive. The grading criteria were clear at the beginning of the course. Class participation, outside assignments, and attendance were considered of little importance in the grading of the course. A strict percentage grading scale was used and everyone got their expected grade.

The teacher was judged excellent in organizing the content of the course, preparing the lectures, making the lectures complement the readings without repeating them, and holding the interest of the students. The teacher is extremely interested in his students and almost all of them would like to take another course from him if they were science majors. Most of the students rated Dr. Bambenek as an excellent teacher, and felt the course broadened their intellectual development and would recommend this course as excellent. The students felt that Dr.

Bambenek has a "great interest and enthusiasm in the subject and the students," is an "understanding guy" and shows creativity in teaching science to the non-science major. They felt the course made them more aware, and was practical and relevant chemistry.

A "C" student felt that it was "challenging but never overly difficult; grading was justified in relationship to material covered and there was no great tension or worried atmosphere." This course is a "good science course for non-majors" and as one student said "you should try it instead of always choosing Biology for the eight-hour lab science requirement."

## Chemistry 52EX General Chemistry Sister Mary Catherine Wodetzki

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 46, Response 35

This course was taught to Biology, Chemistry, and Physics majors as a major requirement. Some mathematics majors also took the course as a college elective. The text, assignments, and work load were considered good by most of the students.

The exams were thoughtfully corrected and returned within a reasonable amount of time. The exams covered the basic concepts, included in-class discussions, and were clearly worded, requiring reasoning rather than mere memorization. Most of the students felt that the exams were not too difficult compared to the level of material covered in class lectures and assignments. But many felt that they were too difficult. The grade criteria were made clear at the beginning of the course and most of the students thought a curved scale was used. Some of the comments state that a strict percentage scale was used at the beginning of the course but the curved scale was employed at the end to save some students. Class participation, outside reading, and attendance were generally considered to have little importance. Most students received the grade they expected.

The teacher was judged as having organized the course content well. The lectures complemented the readings and the lectures were excellently prepared. The class's interest was good but there was no discussion. The teacher was interested in the students. Two thirds of the class would like to take another course from Sister. She was rated as a very good teacher who broadened the intellectual development of her students. Some of the students felt that "in many cases the teacher assumed the class knew concepts basic to her but which we had never been taught, and under these circumstances students became lost and could not follow class." Some students felt that the "teacher could not teach down to our level and should teach a course with upperclassmen." Some students thought that the course was "straight, dry lecture, too serious and tense and students felt uncomfortable." Most of the students who did well and enjoyed this course had a good science background.

## Chemistry 103 Introductory Organic Chemistry Dorothy Feigl

INSTRUCTOR'S SYNOPSIS:

Chem 103-104 is an introductory course in organic chemistry aimed at non-chemistry science majors, chiefly biology majors and med techs. The coverage is less detailed than that in Chem 105-106, with more emphasis on natural products and biochemistry. The major emphasis is still on organic nomenclature, reactions and techniques, but the latter part of the course treats lipids, carbohydrates, amino acids and proteins, nucleic acids, etc. For anyone considering this class, I should emphasize that retention of previously acquired information is presumed (I take that back—let me say instead—assumed. Experience has taught me that while I might act as if you remember everything, in my heart I know you don't). My favorite test questions involve long syntheses which require a cumulative recall of reactions discussed from the beginning of the year to the date of the test. The student who can do these should and often does feel a real sense of accomplishment and occasional enjoyment. Rather like the first time you understand a chemical joke.

Due to an unfortunate selection of text (I foolishly skipped Advanced Educational Techniques 204: How to Choose a Worthwhile Text—an omission from my otherwise thorough training which I will forever regret), the students in the course were encouraged to develop either a photographic memory or a form of shorthand which could handle chemical terminology. Basically, that means that total recall of lecture material was essential since the text supplied little support. I might mention that, since I am now completing Adv. Ed. Tech. 204 through correspondence school, I expect this text problem to be eliminated by next year. Moral: The educational process never ceases, or, just because you know more than they do doesn't mean you know everything.

Grades are based on the average of test scores.

STUDENT EVALUATION:

Enrollment 23, Response 18

Students took this course as a requirement within their major field of study.

There was a general dissatisfaction with the textbook which was not considered interesting in presentation nor apropos to the material covered in the course. The consensus showed the work load not to be too overburdening at any one time.

Exams covered the basic concepts of the course and concentrated primarily on material covered in class discussion. The exam questions were clearly worded and required a fair amount of reasoning rather than mere memorization. While not considering the exams too difficult compared with the level of material covered, the majority felt they were too long for the allotted time. There were no term papers, unannounced quizzes or take-home exams. The scheduled exams were announced well in advance and returned within a reasonable amount of time as an indication of the students standing grade. The final exam was comprehensive.

Students felt the criteria for grading, which was on a strict percentage basis, were made clear and that class participation was an irrelevant factor in determining grades. The majority felt class attendance, however, was of some importance, if not extreme importance. All students received their expected grades.

In their evaluation of the teacher's qualities, the enthusiasm of the students was overwhelming. Organization and preparation of material were well handled and several students commented on the instructor's interesting presentation of what could have been very "dry" material for some. There was little, if any, class discussion. Several students made additional comments on the instructor's apparent interest in her students and her willingness to be of help. It was apparent in the added comments also, that the instructor's sense of humor was well taken and appreciated. All students agreed that this instructor had the qualities of a great teacher.

In their evaluation, of the course itself, the majority of students rated it as very good, if not excellent, insofar as it served to broaden intellectual development. Students' comments indicated that the course, although quite challenging, was enjoyable. One girl described it as "a real college course."

## Chemistry 105 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 committed 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 simpleminded 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 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.

**STUDENT EVALUATION:**  
Enrollment 12, Response 9

Students took this course as a requirement in their major. Of the 75% of the class responding, there was unanimous agreement that the text was excellent. The assignments, in so much as they encouraged independent thinking, were rated very good, and the students seemed to be satisfied with the work load. There were no term papers and all agreed that tests were thoughtfully corrected and returned within a reasonable amount of time as an indication of the students standing grade.

Exam questions covered the basic concepts of the course and included material discussed in class as well as material assigned to be done outside of class. The exam questions were clearly worded and required some reasoning rather than mere memorization. Some students, however, felt exams were too long for the amount of time allotted. There were no take-home exams or unannounced quizzes and the scheduled exams were announced ahead of time, allowing a sufficient amount of time for study. The final exam was comprehensive.

The criteria for grading were made clear at the beginning of the course and were done on a strict percentage basis. All those responding agreed they received the grade they had expected, and of these, three-fourths received a "B" or above. Outside assignments and class attendance were of some importance, although class participation was not a factor in determining grades.

In the evaluation of the teacher, the students as a whole were well satisfied. Students agreed that organization and presentation of material were excellent. The lectures served to complement outside reading and their preparation was apparent. On the whole, the class was interesting and several girls commented that Dr. Feigl's sense of humor helped to make the class enjoyable. All agreed that the instructor was interested in her students and that they would take another course from her. The over-all consensus was that the instructor had the qualities of a truly great teacher and that the course did, in some degree, serve to broaden intellectual development.

**Chemistry 119**  
**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 subject's 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 times 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.

**STUDENT EVALUATION:**  
Enrollment 13, Response 9

Most of the students thought the textbook used to be good.



**DOROTHY FEIGL**

Dr. Dorothy Feigl came to St. Mary's in 1966, having been educated at Stanford University. She is currently teaching a course in organic chemistry, carrying out polymer research at Notre Dame, and running an additional research program at St. Mary's.

She has a genuine interest in students and is a member of the Ad Hoc Committee for Student Participation in Campus Government.

Questioned about her opinion of the St. Mary's student, she commented that the *Observer* coeducation series evinced a peculiar perspective regarding the role of women in the university. Women, she noted, should be viewed as students, not as instruments for the development of the male personality. She would also like to see more students coming to college as a result of a real desire for intellectual development, rather than because of social pressure for a college degree.

Pass/Fail courses, in Dr. Feigl's opinion, can be beneficial if the student is motivated by a desire to learn the subject matter, but too often they are used as an easy method of obtaining credits for graduation.

In her students' opinion, Dr. Feigl is a well-organized and challenging teacher. Her quick wit and enthusiasm for the material are especially appreciated.

No term papers are given. Exams are thoughtfully corrected and returned within a reasonable amount of time.

Exams cover the basic concepts of the course. They cover the material done in class discussions as well as assignments outside of class. All the students felt the exams involved a fair degree of reasoning and were clearly worded. However, a majority of them felt the exams were not a suitable length for the amount of time in which to finish them. The exams are handed back graded. All exams are announced and are announced early enough to allow for sufficient study. The final exam is comprehensive.

The grading criteria are made clear at the beginning of the course. Class participation is of little importance while attendance

is important. Grading is done on a curved scale and the majority of students in the course received in the 3.5 - 4.0 range, most expecting to receive the grade they did.

Dr. Pilger's organization of the course was rated as excellent and his preparation for the lectures was quite good. A majority felt the lectures complemented the readings and were very interesting. Most felt Dr. Pilger was interested in them and encouraged them to ask for help when they needed it. They would consider taking another course from him and felt he was a very fine teacher.

In regard to the extent to which the students felt this course broadened their intellectual development, the majority rated it as very good and would highly recommend it to another student.

# Economics and Business

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## Economics and Business 51

### Principles of Economics

Louis Henry

#### INSTRUCTOR'S SYNOPSIS:

An introduction to the basic forces underlying the economic organization of society. Emphasis is on the national economy, using the principles behind monetary and fiscal policy. Time permitting, current issues and problems are discussed. The text will be changed. Grades are based on test scores which can be strengthened a bit by class participation.

#### STUDENT EVALUATION:

Enrollment 62, Response 51

Most of the students feel that Mr. Henry's lectures were well prepared and organized, but wished that they were a little more interesting. They appreciated the fact that the lectures did add considerable material to the information already given by the book.

The students felt that their text was good and that the number and spread of assignments were fair ones.

Mr. Henry's exams are clear, entailing reasoning and cover both the lecture and text material. It was thought that at times, the exams were a little too difficult for the student's level. Tests are handed back quickly.

Mr. Henry's final exam was not comprehensive. Neither does he assign papers, take tests or give unannounced quizzes.

Mr. Henry made his view clear when class began. Although class participation and outside assignments are of little importance, attendance is a must. Grading is usually done on a strict percentage level.

Students felt that Mr. Henry had a great interest in them and considered him a very good teacher. Most felt that they would like to take another course from him.

## Economics and Business 51

### Principles of Economics

John Peck

#### INSTRUCTOR'S SYNOPSIS:

Principles of Economics is an introduction to the basic forces underlying the economic nature of society. Man is cast into a world where the scarcity of the material goods he desires and the resources with which he works is a fact of life. It is the solution to this dilemma that provides the foundation for the study of economics. At Saint Mary's, we limit this inquiry to the American economy; and the look that we take is very broad (as opposed to a microeconomic view of individual firms, markets, etc.). Specifically, areas approached are elementary economic theory, national income, employment, money and banking, the growth process, and fiscal and monetary policy. It is our intention to educate not only students of economics, but future citizens as well. The final two weeks in future semesters will be devoted to contemporary issues. There are four exams including the final. No term papers are given.

#### STUDENT EVALUATION:

Enrollment 44, Response 24

The majority of students taking this course do so because it is a requirement in the college curriculum.

The text and assignments given were regarded as good by the students. No term papers are given and the exams are very thoughtfully corrected and returned and discussed within a reasonable amount of time.

The exams were evaluated as being quite fair in that they covered the basic concepts of the course. They involve reasoning rather than mere memorization but are not too difficult compared to the material covered in class. The exams are returned graded. They are announced early enough allowing for a sufficient amount of time for study. A final exam is given but it is not comprehensive.

The criteria for grading are made clear at the beginning of the course. Class participation is judged as important as well as class attendance. Grades are done on a basis of strict percentage. The majority of the students received the grade they expected.

Regarding Mr. Peck's preparation of lectures, the students rated him as excellent. His lectures complemented the readings very well and the majority of students considered the class to hold their interest very well. Most students felt Mr. Peck to be interested in them, encouraging them to ask for help when needed. All students said they would take another course from him and the majority rated him "very good" in a quality which makes instructors truly great teachers.

All the students evaluated the course as excellent and very good regarding the extent to which it broadened their intellectual development and in recommending it to another person.

## Economics and Business 101

### Principles of Accounting

Louise Cavanaugh

#### NO INSTRUCTOR'S SYNOPSIS SUBMITTED

#### STUDENT EVALUATION:

Enrollment 12, Response 8

The students realized that Miss Cavanaugh's lectures were well prepared and organized, as well as a good complement to the text, but they felt that the discussions could have been a little more interesting.

The course's basic concepts were covered in class. These concepts plus the text and lecture material were included in exams. Miss Cavanaugh's exams were considered clear, of good length, thought provoking and fair. The final exam was comprehensive and all tests were handed back immediately. There are no term papers in this course.

The students felt that their text was good and that the number and spread of assignments were good.

Class participation, attendance, and assignments are all very important in this course and included in your grade which is done on a strict percentage level.

The only suggestion made by the students was that Miss

Cavanaugh should be a little more patient with those students who do not understand the theories and principles of accounting as readily as she.

## Economics and Business 104EX Economic Theory I

John Peck

### INSTRUCTOR'S SYNOPSIS:

Intermediate Economic Theory (Microeconomic Theory) is an analysis of the behavior of specific economic units: industries, firms, households, resources such as labor, etc. — under varying degrees of competitive and noncompetitive market structures. It is our purpose to conceive and develop theoretically the price system which is a characteristic of the free enterprise economy. The resulting body of theory and its products — the determination of value, price, and the level of output — are then fitted into the tools by which the economist measures the degree of efficiency with which scarce products and resources are distributed and allocated. Micro-theory is essential to the serious student of economics and business, inasmuch as the knowledge of the principles derived here is assumed in courses dealing with the more specialized areas of the field.

Intermediate Economic Theory as it is developed in the text and in class requires rigid attention and some considerable study. It is for this reason that I do not believe that term papers at the undergraduate level are appropriate. There are outside assignments in a problems workbook, however, that are designed to clarify concepts and graphic techniques.

The grade in the course is based on the average of three exams with classroom performance considered.

### STUDENT EVALUATION:

Enrollment 13, Response 5

Mr. Peck is considered a very good teacher who has an unusual concern for and interest in his students.

His lectures are interesting, well prepared and concise. Mr. Peck's relaxed delivery was much appreciated by the classes.

No term papers are given in this course. The final exam is comprehensive, but like all other exams, it is clearly stated, a fair measurement of one's knowledge and of reasonable length. Best of all, Mr. Peck grades the exams and quickly returns them to the students.

The textbook was considered above average and assignments are not frequent. Although class participation is not extremely important, attendance is. Overall, Mr. Peck is well liked and most students would enjoy taking another course with him.

## Economics and Business 109EX Marketing

Margaret Dineen

### NO INSTRUCTOR'S SYNOPSIS SUBMITTED

### STUDENT EVALUATION:

Enrollment 18, Response 11

As a whole, students did not appear too satisfied with the course. The text itself was only fairly interesting and the assigned work, although never unnecessarily overburdening, was not conducive to independent or creative thinking. There were no term papers assigned, but students were required to give a brief talk which required outside research.

The exams covered the basic concepts of the course and included material covered in class as well as material assigned to be done outside of class. Some students felt the exams were too long for the allotted time, and many agreed that while they were not too difficult compared to the level of material covered in class, they required a great deal of mere memorization rather than reasoning. No take-home exams or unannounced quizzes were given, and the scheduled exams were announced well in advance. They were returned within a reasonable amount of time as an indication of the student's standing grade. The final exam was comprehensive.

Several students indicated that they were never sure of the criteria for grading, but all seemed to agree that class participation, outside assignments, and class attendance were important, if not extremely important. There is no curve.

Students' comments on the organization and preparation of material were varied. Some felt the instructor did a good job and others indicated a poor job. The lectures failed to hold the interest of the students and many felt this was because they merely repeated the assigned readings. Some students indicated that class discussion resembled a high school question and answer period. Many felt, however, that the instructor did show an interest in her students.

The primary complaints seemed to be too much memory work and a high-school atmosphere in the classroom. One girl commented there was not much in the course to offer a challenge, and several indicated that the shortcomings of the class could be due to the type of material covered.

## Economics and Business 114 Contemporary Economic Issues

Louis Henry

### INSTRUCTOR'S SYNOPSIS:

Open to both majors and nonmajors. Prerequisite: Principles of Economics.

Investigates current economic issues such as poverty, medical care delivery, consumer protection, etc., and some present proposed policies to combat these problems.

This new course will alternate each fall with labor economics.

## Economics and Business 117EX Economic Development

John Peck

### INSTRUCTOR'S SYNOPSIS:

Economic Development is an examination of the economic growth process with particular attention given to the problems attendant to economic growth in the less developed countries of the world. Specifically, the following areas were studied: theories of development, obstacles to development, the clash of cultures, making social change possible, the relationship of the rich to the poor, sources of savings and capital, and human resources and population.

A simple text is used in the course with several outside readings assigned to complement the material covered in the text and in lectures. Most readings are from one-readings book. A term paper dealing with one of the subject areas referred to above is assigned early in the course and is the basis of 30% of the grade. Two exams (midterm and final) are each given 30% weight with 10% assigned to classroom participation in discussions.

As a footnote I would like to indicate that the next offering of this course will be based to a greater degree on actual cases in the less developed nations.

### STUDENT EVALUATION:

Enrollment 14, Response 9

The responding students took this course as an elective within their major field of study. The general consensus of opinion showed at least satisfaction, if not enthusiasm, for both the course and instructor.

The majority of the students felt the text to be apropos to the material covered in class and clear and interesting in presentation. The assignments encouraged independent thinking to a reasonable degree and were spread throughout the semester so that students were not unnecessarily overburdened at any one time. The exams covered the basic concepts of the course and stressed material covered in class rather than outside assignments. The exam questions were clearly worded and involved a fair amount of reasoning. Exams were of a suitable length and not too difficult for the level of material covered in a class. Both the assigned term paper and exams were handed back within a reasonable amount of time as an indication of the student's standing grade. There were no take-home exams or unannounced quizzes and the scheduled exams were announced well in advance. The final exam was comprehensive.

The criteria for grading were made clear by the instructor and responding students all agreed that class attendance and participation as well as outside assignments were important.

There was some indication that a curved scale as well as strict percentage grades were used in grading.

The majority of the students felt that the instructor's organization, preparation, and presentation of material were very good. Class discussions were satisfactory, and in general, the class held the attention of students. The instructor's interest in his students was excellent and all responding students indicated they would take another course from him. Students agreed that the instructor had the qualities of a great teacher and felt the course, in so much as it had served to broaden their intellectual development, to be good, if not excellent.

## Economics and Business 151EX Business Law

Louise Cavanaugh

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 11, Response 5

Students indicated a satisfaction with the textbook and the work load. There were no term papers assigned. Exams covered the basic concepts of the course and included material covered in class as well as material assigned to be done outside of class. The exam questions were clearly worded but many indicated that they required mere memorization and no degree of reasoning. The exams were a suitable length for the amount of time allotted and were not too difficult. There were no take-home exams or unannounced quizzes and the scheduled exams were announced well in advance and returned within a reasonable amount of time as an indication of the student's standing grade. A final exam was given but students could not agree on whether it was comprehensive or not.

Some students felt the instructor's grading criteria were not made clear but they seemed to agree that class participation and attendance were important. Grading was done on a strict percentage basis and all of the responding students indicated that they received their expected grades.

On their evaluation of the teacher's qualities, students indicated a lack of enthusiasm. Organization of material seemed fairly well done, and several indicated excellent preparation but felt that the teacher's lectures were only repetitious of the text material and several indicated that the classroom atmosphere was one of boredom. There apparently was very little, if any, classroom discussion. The students felt the instructor was reasonably interested in her students but several girls indicated they would not take another course from this instructor.

In general, students did not find the course extremely stimulating and several comments indicated that this could be due to the type of material covered, as well as its presentation.

## Economics and Business 157EX

### Money and Banking

John Peck

INSTRUCTOR'S SYNOPSIS:

The basic principles of money, credit and banking and their relation to prices and the business cycles; a study of commercial banking system and problems of credit control. A term paper is required. Louis Henry taught this course in September.

STUDENT EVALUATION:

Enrollment 11, Response 6

The students found the text, insofar as it was clear, interesting and apropos to the course material, to be satisfactory. The assignments did not necessarily encourage independent thinking, but the work load was never too overburdening.

Exams covered the basic concepts of the course and included both material discussed in class and that to be done outside of class. The exam questions were clearly worded and required a fair amount of reasoning. Exams were of a suitable length and not too difficult compared to the level of material covered. Term papers were assigned and these, as well as the tests, were handed back within a reasonable amount of time as an indication of the student's standing grade. No take-home exams were given, but the instructor did give unannounced quizzes. The scheduled exams were announced well in advance so that a sufficient amount of time was allowed for study. There was some disagreement among the students whether the final exam was comprehensive or not.

Several students felt the instructor's grading criteria were not made clear and though they felt outside assignments were important there was some question as to the importance of class attendance and participation. Grading was done on a strict percentage basis and the majority of students received the grade they had expected.

The students as a whole felt the instructor's organization, preparation, and presentation of material to be handled very well. There were several comments, however, implying that the class was boring at times. Several students indicated this was more likely due to the material rather than the instructor. The instructor seemed reasonably interested in his students and of those responding, all but one indicated she would take another course from him.

The students felt the instructor had the qualities of a truly great teacher and felt the course had served to broaden intellectual development in varying degrees.

Additional comments indicated that a previous course in Macro-economics would have been very helpful. Another comment indicated that the instructor presented an interesting discussion of some current developments (in the U.S. and on the international scene) that related to the course.

# Education

## Education 101EX

### Foundations of Education

Sister Margaretta Reppen

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 9, Response 6

Half of the students in this class were in Elementary Education. They took the course as part of their major requirement. The other half of the class took the course as an elective.

Students felt that the textbook was clear and appropriate to the material covered in class. Although the assignments and outside readings were spread out evenly over the semester, they didn't succeed in encouraging independent and creative thinking. Term papers were given.

Exams, which covered class material as well as outside material, covered the basic concepts of the course. The exams were clearly worded, and they were of suitable length. They

involved a fair degree of reasoning. Scheduled exams were given, but no unannounced quizzes were given. A final was given which was comprehensive. Graded exams were handed back so that the student had an idea of his grade standing.

Clear grading criteria were not established at the beginning of the course. The majority of students felt that class participation, outside assignments, and attendance were important factors in the grading criteria. The majority of students didn't know if the grading was done on the basis of strict percentage grades or a curved scale. The majority were satisfied with their grades, but a few felt they didn't receive the grade that they deserved because of a poor relationship with the teacher.

The lectures showed a general lack of preparation and pertinent material was not given major emphasis. Lectures were mere repetition of the reading assignments. The students felt that the class was uninteresting. One student commented that the class was conducted on a very childish level. Another student felt that class discussion was led by the teacher with



little room for student participation. Class discussion was poor and didn't encourage creative thinking. The teacher was willing to help students, and she kept office hours. The majority of students would not take another course from this teacher. They felt that she did not possess the qualities that make for an excellent teacher.

The majority felt that the course did not broaden their intellectual development, and they would not recommend it to other students.

A few students felt that the course didn't give enough relevant knowledge in the educational field. One student felt that the small number in the class made the class more valuable. She also said that "Sister was very open-minded to other people's opinions in this class." Another student felt that the course was a "waste of time."

## Education 103EX

### The Child

#### Sister Rita Mercille

##### INSTRUCTOR'S SYNOPSIS:

Infancy, childhood, and pubescence — patterns of growth and development with the application of scientific findings to the phenomena of physiological growth and change, maturation, socialization and learning. Course is oriented towards understanding the child as a learner and the teacher as a facilitator of learning.

##### STUDENT EVALUATION:

Enrollment 31, Response 24

The majority of students taking this course were Elementary Education majors. They took the course as part of their major requirement. A few of the students took the class as an elective.

Students felt that the textbook was very good and appropriate to the material covered in class. The assignments and outside readings, which were evenly spread out during the semester, succeeded in encouraging independent and creative thinking. Term papers were given.

The exams, which included material covered in class as well as outside assignments, covered the basic concepts of the course. Students felt that the structure of the exams was good. The exams were of suitable length and they were clearly worded. Reasoning rather than memorization was important. Exams were scheduled; no unannounced quizzes were given. A final was given which was comprehensive. Graded exams were not handed back to the students. Therefore, they had no idea of their grade standing.

Clear grading criteria were not established at the beginning of the course. The majority of students felt that class participation, outside assignments, and attendance were important factors in the grading criteria. Most of the students weren't sure whether the basis of grading was a strict percentage grade or a curved scale. The majority of students were satisfied with their grades. Some students weren't sure what grades they deserved because no indication of grades was given during the semester.

This teacher was given an overall very good rating by the students. The lectures were well prepared and pertinent material was stressed. The lectures complemented the outside reading assignments. The majority of the students said that the class was very interesting. A few commented that there wasn't enough tying together of material from day to day. Class discussion was good and led to the presentation of a variety of viewpoints. The instructor was interested in the students and kept office hours. The majority of students would take another course from this teacher. The students felt that this teacher possesses the qualities that are found in excellent teachers. All felt that this course definitely broadened their intellectual development, and they highly recommended the class to other students.

There was one general criticism of the class that many students expressed. This was the fact that papers were never returned, and the student had no idea of where he stood in class.

"The class was exciting because the teacher made it exciting" was the comment of one student. Another student said it was one of the best learning experiences she has ever had because it emphasized creative thinking. The students were very excited about this teacher and this course.

## Education 107EX

### Adolescent Psychology

#### Father Raymond Runde

##### NO INSTRUCTOR'S SYNOPSIS SUBMITTED

##### STUDENT EVALUATION:

Enrollment 8, Response 2

The students who took this course elected it either in their major or the college curriculum. There is no text and the assignments and work load were found to be good. Term papers are given and thoughtfully corrected and returned. The questions are clearly worded and involve a fair degree of reasoning. Graded exams are handed back to the students. The final exam is comprehensive.

The grading criteria are made clear at the beginning of the course; a curved scale is used. Class participation is important; outside assignments and attendance are of little importance. The students knew what they would receive as grades, most making B+'s and A's.

The course is well organized and the lectures well prepared. The lectures are fairly interesting and for the most part complement outside work and assigned readings. Father Runde is interested in his students and the students felt he was a good instructor. They rate the course as good.

## Education 117EX

### Geography

#### Sister Jeanne Finske

##### INSTRUCTOR'S SYNOPSIS:

The study of the principles of geography enables one to develop a perspective that leads to an understanding of the earth as the home of man. The scope is broad, encompassing two sets of variables, (1) man and his culture, and (2) the earth and nature. Some of the specific aims include the development of *skill* in the use of globes, maps, atlases, almanacs, and of interpreting climate and weather data; *understanding* of the interactions of place, space, and time, of the evolution of landforms, the causes of climate, and of man's responsibility to posterity for the conservation of natural resources; and appreciation of our environment as a cultural resource, of man's ingenuity in the use of natural resources, and of the interdependence of peoples.

##### STUDENT EVALUATION:

Enrollment 7, Response 3

Generally this was considered a good course with reasonable and stimulating assignments. A term paper was given. The tests consist of announced and unannounced quizzes (every two weeks or so). They cover material given both in class and in outside assignments, and require more memory than thought. The final exam is comprehensive.

Class participation and attendance are important to the grade. Sister also emphasizes her outside assignments. She is not a relatively high marker, though considered a fair marker.

She is well organized and prepared for her classes. Her lectures are stimulating and encourage an interesting class and worthwhile discussion periods. She is interested in the students and their ideas. The students who responded felt that she was a very good teacher and that the class was well worth their while.

## Education 119EX

### Survey of Physical Science

#### John Clayton

##### NO INSTRUCTOR'S SYNOPSIS SUBMITTED

##### STUDENT EVALUATION:

Enrollment 30, Response 18

Mr. Clayton's course offers a very good textbook and reasonable and stimulating assignments. He does not require term papers, and the tests and papers which are required are returned promptly, with thoughtful corrections.

He does give weekly quizzes in which he requires students to apply the principles they learned, not merely memorize them. The final exam is open book and comprehensive, but it "... can in no way damage you because through a series of weekly quizzes

## SISTER RITA MERCILLE



Member of the Ecumenical Commission of the South Bend-Fort Wayne diocese, member of the board of directors and chairman of the education committee for the Urban League of St. Joseph County, educational consultant for St. Mary's Upward Bound program, representative of St. Mary's working on South Bend's "Model City" proposal, frequent lecturer on the role of women (among other topics), . . . member of the American Psychological Association, the Indiana Psychological Association, and the American Personnel and Guidance Association. Although this may seem like a roster of the busiest people on campus, it is merely a list of *some* of the activities outside of the classroom that keep Sister Rita Mercille busy. Besides publishing her dissertation, Sister Rita has also served as editor for certain issues of the *Indiana State Teachers' Association Journal* and the *Diocesan Guidance Bulletin* for the Fort Wayne-South Bend diocese. In addition to the various committees and associations mentioned, Sr. Rita is also active in various workshops and types of sensitivity weekends. As amazing as it may seem, she is also a teacher, a very capable, well-organized and interesting teacher.

Sister Rita received undergraduate training at Indiana University in Bloomington; she earned her A.B. there in the social sciences and went on in the same institution and received her master's degree in educational personnel. Graduate training was taken at Fordham University in New York where she earned a Ph.D. in educational psychology. With a great deal of experience in the field of education, she has filled a variety of positions: a resident assistant at IU, assistant dean of women

at St. Mary's College (1950-52), secondary school teacher, director of admissions at St. Mary's (1958-61), and she has taught here at St. Mary's in the departments of Psychology and Education since 1964. Recently named the head of the department of education, Sister assumed the position on March 15 of this year. She will be teaching graduate education until this summer when the program closes at St. Mary's. From then on she will concentrate primarily on undergraduate education.

Sister Rita has a unique way of teaching. For instance, she dislikes students' taking an abundance of notes in her developmental psychology courses. She gives a very well-organized presentation of material, but encourages and expects the class discussions to play a major role in the course. She teaches theory, but the theory is wrapped in a very enjoyable and stimulating mixture of past and present experience, personal observation, reflection and opinion and class reaction. Sister Rita is not what one would call a "demanding" teacher—in fact, she does not require a tremendous amount of work from students. What she does do, however, is to supply her classes with innumerable references and suggestions for outside reading. Hers is a class which teaches much more than an ordinary course; but whether that chance for "much more" is taken is entirely up to the student and in most cases the teacher and other members of the class never hear about the outside readings that many do for their own enjoyment. Sister Rita Mercille transfers her endless enthusiasm and interest in such a unique way that students cannot help but learn much from her.

a grade is developed. This is more important than the final exam." There are no unannounced quizzes.

While class participation is only fairly important to this course, class attendance and outside assignments are. The grading is done on a curved scale as evidenced by the grades reported. Only one student was dissatisfied with her grades out of all who answered the questionnaire.

Although two of the students felt that they would not like to take another course from Mr. Clayton, the rest of the class rated him as excellent in every way. He is said to be "... very dynamic and interested in the students as individuals, not as a room of empty faces."

Physical Science is rated as an excellent and stimulating course. One student summed it up as a course in which "we had to be alert and awake . . . or we would have missed something new and interesting. It was a *great* and *challenging* course."

## Education 135EX

### Principles of Secondary Education

Sister Maria Concepta McDermott

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 43, Response 21

Sister was rated as a fair teacher as far as assignments are concerned. They were spread throughout the semester in most cases. She was very good at handing back papers with her corrections. However, students commented that "The teacher didn't make clear when assignments were due." Confusion among students as to whether or not there *was* an assignment resulted. At the last minute she required a Unit Plan. Another felt that "the intentions of the instructor are commendable—the method of class discussions and flexibility of the assignments gave the students more responsibility than we apparently could handle. . . . Assignments weren't kept up with by students which caused discussion lags."

There are no exams given in the course, which makes class participation, attendance and assignments very important to the final grade. One fourth of the class who responded were dissatisfied with their grade.

Generally, Sister is prepared for her lectures and does try to organize her material. They do, however, tend to be boring, which one student felt resulted from the material, "The reason the class was not particularly interesting was not because of the teacher. It was the material—the Mickey Mouse techniques of Principles are certainly necessary to go through, but tend to become boring after a *short* while."

Although she was generally rated as a "good" teacher over one third of the class responded that they would never take another course from her. The course on the whole was recommended as "fair" by most of the students. As one responded, "It's a necessary evil for getting a teacher's license."

## Education 152

### Educational Psychology

Father Raymond Runde

INSTRUCTOR'S SYNOPSIS:

The course in educational psychology is designed to examine the various schools of learning theory, and to note their influences on present-day, public and parochial school practices. The course discusses briefly the principles of the different philosophical systems basic to each school of learning, and then examines in depth one learning theory from each school.

STUDENT EVALUATION:

Enrollment 46, Response 23

Father's course is required for elementary education majors and received diversified reports ranging from "It's an easy A course, but I didn't learn a thing," to ". . . I did feel I learned a lot in the course, although his policies were quite lenient." Father uses no textbook and his only assignment was a term paper. He also places no importance on class participation, for there is little, and attendance is likewise optional.

The tests, which along with the term paper comprise the only

graded material in the course, were described as "... made up by students—essay questions which were taken as open book (notebook) tests. All you had to write were word for word statements from notes. Almost everyone got A's . . ." Three fourths of the students who responded to the questionnaire reported a 3.5-4.0, while no one reported less than a 3.0-3.5.

It was evident that Father was well organized and prepared for his classes, but it was generally agreed that his lectures were boring and impersonal. "The material was dry and Father's presentation was not stimulating or motivating—his notes were just read to us," reported one student, while another added, "I don't think he even cared whether we learned anything or not, so the students didn't care."

Although Father was generally rated as a "fair" teacher, and over one half of the class would not recommend this course to others, only one third of the students who responded would not consider taking another course from him again.

## Education 157EX

### Tests and Measurements

Sister Margaretta Repper

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 49, Response 17

All of the students in this class were Elementary Education majors. They took the course as part of their major requirement.

Students felt that the textbook was clear and apropos to the material covered in class. Although the assignments and outside readings were spread out evenly over the semester, they failed to encourage independent and creative thinking. No term papers were given.

The exams, which included material covered in class as well as outside assignments, failed to cover the basic concepts of the course. However, students felt that the structure of the exams was good. They were of suitable length and were clearly worded. Graded exams were handed back as an indication of their standing grade. Scheduled exams as well as unannounced quizzes were given. A final comprehensive exam was given.

Clear grading criteria were not established at the beginning of the course. The majority of students felt that class participation, outside assignments, and attendance were important factors in the grading criteria. Grading was done on the basis of a curved scale. About one-half of the students felt that they didn't receive the grade that they deserved. Some students believed that the grading was biased.

The majority of students gave the teacher an overall poor rating. The lectures showed a lack of preparation and pertinent material was not given major emphasis. The lectures were mere repetitions of assigned readings, and unimportant details were emphasized. The class was found to be generally uninteresting. Students commented that they were talked down to. Class discussion was poor and failed to present a variety of viewpoints or encourage creative thinking. The students stated that the teacher was interested in the students and kept office hours. However, every student questioned said she would not take another course from this teacher.

The majority of students believed that this course did nothing to broaden their intellectual development, and they would not suggest this course to another student.

Several students commented that it was not relevant. One student said she "would have learned almost nothing if it weren't for the book." The overall consensus showed that the students were disappointed in the course.

## Education 170EX

### Philosophy of Education

Sister Maria Concepta McDermott

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 52, Response 18

The majority of students in this class were Elementary Education majors. The course was required in their major. A few students took the course as an elective.

Students felt that the textbook was very clear and apropos to the material covered in class. Assignments and readings, which were spread throughout the semester, were very successful in encouraging independent and creative thinking. No term papers were given.

The exams, which included material covered in class as well as outside assignments, covered the basic concepts of the course. Exams were of suitable length and were clearly worded, and they involved reasoning rather than memorization. Take-home exams were the only kind of exams given. A paper and an oral report were also required. Graded exams were given back to the students as an indication of their standing grade. No final was given.

Half of the class felt that the grading criteria were made clear at the beginning of the course. The other half said it was not made clear. The students felt that class participation, outside assignments, and attendance were very important factors in the grading criteria. The majority of the class was not sure if grading was on the basis of strict percentage grades or a curved scale. The majority of students believed that they received the grade that they deserved.

The lectures were well prepared and pertinent material was given major emphasis. They were a complement to the readings, not a repetition of them. The class was conducted more with discussion than with lectures alone. The students found the class very interesting. The teacher showed an interest in the students and she kept office hours. Every student said that she would take another course from this teacher, and she highly recommended it to other students. The students felt that this teacher had the qualities that are found in an excellent teacher. They felt that this course was very successful in broadening their intellectual development.

Several students felt that the teacher favored the Notre Dame students. One student stated that the assignments were a bit too heavy at times. Another student noted that "Sister is a truly refreshing teacher."

### Education 171cEX Methods in English Edel Berberi

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 24, Response 12

This course was taken by English majors who either planned to teach or thought they might at some time. Some disliked the textbook while others found it to be satisfactory or better. Most found the assignments interesting, but many felt that they did not encourage independent thinking or creative ideas. The majority felt the work load to be adequately spread out over the semester. Term papers were replaced by a group of reports.

Exams cover the basic concepts of the course and work done both in and out of class. Questions are clearly worded and involve a fair degree of reasoning; they are quite fair, and announced well ahead of time. The final exam is comprehensive. Grading criteria are made clear at the beginning, yet the students are not certain whether it is on the basis of a curved scale or by strict percentage. Class participation, outside assignments, and attendance are important. The grades received were A's and B's.

The students as a whole felt that Mrs. Berberi was a good instructor hampered by dry, boring material. They felt a

change in approach was necessary because of the importance of the course to future English teachers. Too much time was spent reworking the material in the book which could have been used to relate relevant personal experiences of the instructor or the student teachers. All voiced concern in this direction. As it was, more than half of the students said that they failed to broaden their intellectual development as they had wished and recommended the course as merely fair.

### Education 171dEX Methods in History Wayne Harsh and History Staff

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 11, Response 8

Methods was taken by students wishing to teach history. The course was taught by eight instructors who gave lectures in their respective fields. No term papers were given and the total grade came from the final exam. This was the main complaint of all those who answered the questionnaire. They felt that the course was merely a compilation of extended bibliographies, that methods were dealt with very little. The exam seemed to be simply the memorization of bibliographies, and students felt that their grades based on this test was unfair.

The majority said that the grading criteria were not made clear at the beginning of the course. Attendance is important because of the nature of the lectures. The grades ran the full gamut with an equal balance of A's through D's. Many did not know what to expect because of the final, and saw the exam to be a greater hazard because of the difficulty of discussing the results with the eight instructors. One A or B+ student went so far as to say that the course "failed miserably" insofar as it was supposedly intended to supply the fundamentals of teaching secondary school history while in actuality it was no more than a historiography, a list of historians. They felt there were too many professors, a fact that resulted in an overabundance of scattered facts. A suggestion was made by one student that Mr. Harsh should handle the course alone. All seemed much concerned that they did not receive at all what they had wanted from the course, and hoped that the department would not continue a course of its nature. The majority rated it poor in serving to broaden intellectual development, and rated the course as only fair.

### Education 171gEX Secondary Modern Language Methods Richard Guin

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 8, Response 4

Scheduled for two hours, once a week, this required course was rated good to fair by the four students responding. The course presents practical aspects of teaching modern foreign languages. The material was generally dry, but one student commented on the occasional creativity of the assignments.

Responses cited Mr. Guin's lectures as well-prepared, organized and developed. The majority of students would take another course from this teacher.

The only exam was the take-home final. The rest of the grade was based on other papers.

# English

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## English 1

### Poetry

#### Sister Judith Crabbe

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 56, Response 40

Important aspects of this course were class participation and outside assignments. Attendance was not considered as important. The majority of the grades were between 2.0's and 2.5's and a significant number of the students did not receive the grade they had expected to receive. The textbooks and assignments were rated high, while the work load was not felt to be spread out quite well enough by many. Many also felt that papers and exams were not thoughtfully corrected and returned or discussed within a reasonable amount of time. A term paper was required.

Exam questions covered the basic concepts of the course, were clearly worded, and required a fair degree of reasoning on the part of the students. Exams were scheduled early enough for the students to have sufficient time to study for them, and they were not felt to be overly difficult. The final exam was comprehensive.

Many felt the course should be changed from concentrating on poetry to something else. On the whole, the class did not hold the interest of the students, and many felt that diverse opinions were not welcome in the class.

## English 1

### Poetry

#### Rosemary Doherty

INSTRUCTOR'S SYNOPSIS:

My objective in this course is to cultivate in the student the ability to enjoy poetry as a sensuous, emotional, and intellectual experience. To accomplish this end, I ask students to read many poems, to study the techniques of versification and the basic principles of criticism, and to write discussions of poetry as well as their own verse. The verse writing and the written discussions of poetry are intended to deepen the understanding of concepts presented in class study.

STUDENT EVALUATION:

This is a required Freshman course designed to provide a background in the theory and criticism of poetry.

The opinions on Mrs. Doherty's class were extremely varied. It was generally agreed that the preparation of lectures, development of the main points, and concern for the students were quite good. However, many students remarked that Mrs. Doherty's delivery was often abstract, austere, and, because of the analytical nature of the work, boring. Several noted a tension in the class because of the stress placed on participation. On the other hand, a number of students valued the responsibility placed on the individual. One student said that it was a painful process, but that she ended up having learned a great deal. The de-emphasis of test grades and the stress on the individual student were carried over to Mrs. Doherty's grading. She based much of her final grades on the students' personal development. About half of the students rated Mrs. Doherty very good or excellent. The majority felt that the course itself was very good in terms of intellectual development.

There was no criticism of the texts used, assignments, or work load. Several themes were assigned throughout the semester. A final comprehensive exam was given.

## English 1

### Poetry

#### Patricia Kane

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 22, Response 20

The textbooks, assignments and work load were rated as falling between good and very good by the students. The students were required to do a term paper. Class participation and outside assignments were felt to be important by the students, while attendance in class was not felt to be quite as important. Almost all the students received the grade they had expected.

Everyone in the class said that the exams covered the basic concepts of the course, and that the questions were clearly worded, involving a fair degree of reasoning. Exams were announced early enough so that students had sufficient time to study for them. A final exam, which was comprehensive, was given.

Many students expressed the opinion that the course itself was not very challenging, and in many instances repetitious of their high school English courses. The only thing that made the course interesting to some was the teacher. As one student put it, "Mrs. Kane was the only reason this course survived." Mrs. Kane, in the opinion of many, fostered good class discussions and held the interest of the students well.

## English 1

### Poetry

#### David Luisi

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 53, Response 37

This is a required Freshman course designed to provide a background in the theory and criticism of poetry.

Mr. Luisi's basic method of presentation was lecture. Class periods were spent analyzing poetry from the standpoint of drawing various theories from the particular poems discussed. The majority of those responding felt that the teacher's lecture presentation and course development were good, although somewhat repetitious of the assigned readings. Many felt that the class would have been more interesting if more discussion and a variety of viewpoints had been heard. Several noted that Mr. Luisi tended to lecture *at* the class rather than to them.

The outside readings and attendance were considered quite important. No term papers were assigned. The exams covered work done in and out of class and involved a fair amount of reasoning in applying the theories discussed in the course. The grades were computed on a strict percentage basis.

Many of those responding felt that this type of course was too general and too repetitious to provide any real stimulation. Mr. Luisi received a general rating of fair-good.

## English 1

### Poetry

#### Anne Murphy

INSTRUCTOR'S SYNOPSIS:

At first, steps are taken to remove the film from the students' eyes so that they may see the recorded visions of the poets more clearly. Then it is possible to attempt to state the meaning of each vision and the relationships among the visions. Finally, an

attempt is made to judge the clarity of the poet's eyesight and the truth of his understanding of the relationship of his work to himself and to life.

Although the course appears to allow for a variety of points of view on several points, actually it is dreadfully biased. Poems are regarded as visions "seen through a glass darkly," and poets (or poems at least) not encompassed by this definition are not taken seriously.

#### STUDENT EVALUATION:

Enrollment 43, Response 41

This is a required Freshman course designed to provide a background in the theory and criticism of poetry.

The basic method of presentation was lecture. Most students felt the lectures were quite poor and that too little time was given to class discussion. One comment made quite often was that Mrs. Murphy's lack of confidence prevented her from effectively communicating the material to the class. Her overall rating was fair to good. The majority of those responding said they would not consider taking another course from this teacher.

The texts and work load received good ratings, although several students observed that too many texts were required but not all were used. No term paper was assigned and no quizzes were given. The final exam was a comprehensive exam covering work done in and outside of class. Most of the students said that the teacher's grading criteria were not made clear to them. Attendance and class participation did not seem to count heavily.

The course content was considered repetitious and even inferior to what was covered in high school courses. The course received a poor recommendation in regard to its degree of intellectual stimulation.

## English 1

### Poetry

#### June Nash

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

#### STUDENT EVALUATION:

Enrollment 53, Response 33

Outside assignments were felt to be important by the students in this class. However, attendance and class participation were felt to be of little importance. The work load and textbooks were rated as good. Almost all the students received the grades they'd expected.

Exams covered the basic concepts of the course, were clearly worded, and required a fair degree of reasoning by the students. Exams were not felt to be too difficult for the students and they were graded and handed back so that the students knew how they were doing. The final exam was comprehensive.

The teacher did not seem to hold the interest of the class. Many cited the reason for this as being because she spoke too softly and in a monotone. The evaluation of the course, on the whole, was rather poor.

## English 1

### 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.

#### STUDENT EVALUATION:

Enrollment 19, Response 14

This is a required Freshman course designed to provide a background in the theory and criticism of poetry.

Miss Noel conducted her class as a combination of lecture and discussion of the elements of poetry and literary theory in

particular poems. Both the lectures and discussions were rated very highly. Miss Noel has a knack for bringing in philosophical, religious, and cultural topics which are relevant to the discussion. Many students commented on the freedom they were given to state their own opinions. Miss Noel was rated excellent by those who responded.

Assignments consisted of outside readings and a short weekly paper. A comprehensive final and a midterm were given. The essay questions required the students to formulate their own opinions rather than to parrot back the material. Attendance, participation, and completion of outside assignments figured heavily in the final grade. The final grade was computed with consideration given to the student's improvement.

Miss Noel's course was rated excellent. Several students noted that the success of the course was due to her personal dynamism and to the chance for independent work given to the students.

## English 1

### Poetry

#### Jeanne Rhodes

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

#### STUDENT EVALUATION:

Enrollment 55, Response 38

The textbooks, types of assignments, and work load were all rated very good by the students in this course. A term paper was required and class participation and outside assignments were considered to be of high importance. However, attendance was considered by most to be of little importance.

Exams covered the basic concepts of the course and required reasoning, rather than just memorization, on the part of the students. The exams were not felt to be overly difficult. They were graded and returned to the students so that they had a good idea of how they were doing in the class. A final exam, which was comprehensive, was given at the end of the semester.

The general evaluation of the course was that it could be rated somewhere between being good or very good. The lectures gave more to the students than what they had already read in their assignments, and on the whole the class was found interesting by the students. What seemed to impress many of the students was the tremendous amount of interest the teacher had in them.

## English 51

### English Literature I

#### June Nash

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

#### STUDENT EVALUATION:

Enrollment 11, Response 5

This is a first semester of the English literature survey required for all English majors. Those in this class were not majors, but had elected to take the course.

Those students who responded gave this course a very low rating. The lectures and general course development were only fair, and the class interest was very poor. Miss Nash and the overall value of the course were rated poor. None of those responding said they would consider taking another course from this teacher. The biggest criticisms were of the lifeless, monotonous delivery of the lectures and of the lack of rapport between students and teacher. Much of it was due to the class's unwillingness to respond.

A term paper was assigned and several exams were given. The final was not comprehensive.

## English 51

### English Literature I

#### Sister Mary Teresa Egerer

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

#### STUDENT EVALUATION:

Enrollment 43, Response 34

This was the first semester of the survey course which is required for all English majors.

The class was conducted in a combination of lecture-small group seminar style. The students who responded had mixed feelings about this class. Most commented favorably on the chance for independent work and the personal concern Sister had for each student. There was a chance for a real development of self-expression, but many in the class were not sure what was expected of them. The biggest criticism was of the lectures. Most found them vague, unrelated to subject matter and unorganized. Several students noted that a survey course such as this is too general to give any real feeling of having accomplished anything. The majority rated the course from good to poor. The comments on Sr. Mary Teresa ranged from very good to fair. There clearly was no universal opinion about this course.

An anthology of English writers was used. The assignments consisted of readings, notes, and student presentations of the various works studied. One minor paper and a 10-12-page final paper were assigned. There was some criticism of the uneven distribution of the work load. The final exam was a comprehensive essay, although some students said they were made to believe it would be objective. The grading was done on an individual basis.

### English 53 American Literature James Flanagan

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 42, Response 28

Flanagan's course was rated excellent. The enthusiasm with which it was taught and the relation of the material to the students' experience made the greatest impression on those who responded. The classes were a combination of lecture and discussion. Many remarked that the stimulation they received and the teacher's personal concern for his students extended outside the classroom. The emphasis was on the individual throughout the semester. No exams were given, but a final paper was required. Grades were not emphasized, but the majority of them were high. Class attendance and participation were extremely important, not only to the teacher, but to the class. All felt the class to have been a very profitable experience for them. In the eyes of his students, Mr. Flanagan is a truly great teacher.

### English 53 American Literature David Luisi

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 17, Response 13

This is a semester course on American Literature from 1607 to the present.

The comments on this course and teacher were generally favorable. The teacher's lecture preparation and course development were rated good and the class interest was fairly high. The main criticism centered around the quality of class discussions. Many felt Mr. Luisi allowed too little class participation and that he did not present his material as forcefully as he could have. Mr. Luisi and the course were rated good.

The texts and assignments from them were satisfactory, although several students noted that too little attention was given to prose or to modern writers. A midterm and a final exam, not comprehensive, were given. The exams were criticized as having been poorly organized and as not having covered the points that were emphasized in class. Class attendance and participation were important. The majority felt that the grading criteria had not been made clear, although only three students contested their final grades.

### English 55 American Drama David Luisi

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 6, Response 3

The course and teacher were rated as average by those who

responded. The lecture preparation and course development were good, but class discussion was minimal. Mr. Luisi was criticized for reading notes to the class instead of talking to them. The students felt that the course was very worthwhile and that Mr. Luisi's interpretation of the works studied and his general background were quite good. The basic criticism was the lack of rapport between teacher and students. The texts and assignments provided for creative, individual thinking. A term paper was assigned. A final exam, not comprehensive, was given. Class participation and outside assignments were very important. The grades from those who responded were high.

### English 103EX Development of American Novel I James Flanagan

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 18, Response 13

Mr. Flanagan's course was given an excellent rating. The lectures were dynamic, stimulating and developed a good perspective and continuum on literature. The discussions were also highly praised. One student described them as "creative dialogues." The texts and assignments were excellent and allowed for much creative thinking. No term papers were assigned, and the final was the only exam. It was a comprehensive exam requiring the student to draw all the course material into her own perspective of the American novel. Attendance and class participation were important to the teacher and to the students. The grades were assigned on the basis of individual development.

### English 107EX Old English Sister Mary Immaculate Creek

INSTRUCTOR'S SYNOPSIS:

My general aims in Old English literature have been three: (1) To provide a cultural basis for the study of all English literature having its origin from the eighth to the eleventh century; (2) To present Anglo-Saxon literature and the language in which it was written as characteristic of the peoples who produced it; (3) To impart an understanding of the historical milieu in which the literature was written.

My specific aims have been two: (1) To awaken an appreciation of the structures, forms and genres of the period in their relation to later literatures; (2) To prepare students through elementary skills in translation and grammar for later graduate studies.

Because of the limited amount of literature that has been preserved, it is difficult to give an estimate of the course as related to modern life in which most students are interested. It is usually when students are more mature in graduate work or in preparing for the general comprehensives that they are able to see in perspective the values of this ancient period. For this reason, I give as much modern work based historically or thematically in Old English as is available.

The difficulties of the language are also a problem with students accustomed to facile reading. For this reason, I give no more grammar than is essential for the reading, and facilitate the translations as much as possible by offering considerable assistance in class. This real necessity prevents the liveliness of approach desirable in any course, but it is an unavoidable difficulty, considering the linguistic demands of the study of Anglo-Saxon literature.

STUDENT EVALUATION:

Enrollment 19, Response 7

This teacher and course were rated as being very good in most respects. Those who did not like this course noted that the subject matter itself was irrelevant and uninteresting to them. Sister Mary Immaculate's organization and presentation of the material were very good. The course covered basic Anglo-Saxon literature, but several students complained that the treatment of the most significant work, *Beowulf*, was quite patchy. This was partly due to the fact that the student reports concentrated too much on the Christian elements without giving a good picture of the whole work. The assignments and exams were very good. Quizzes were given often, on the average of twice a week. Class participation is extremely important.

English 108EX  
Middle English  
Sister Mary Immaculate Creek

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. (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: 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.

STUDENT EVALUATION:

Enrollment 28, Response 19

This teacher and course were recommended very highly. The lectures were well prepared and developed the main points of the course. The class usually held the interest of the students, but several remarked that Sister's manner of speaking was too monotonous. The texts and assignments were interesting and worthwhile. The only criticism was of the uneven distribution of the work load. Quizzes were given almost daily and the final exam was comprehensive. Class participation is very important. The grading was done on a strict percentage basis. This course and teacher received an overall rating of very good.

English 109  
Renaissance  
Randall Ackley

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 25, Response 11

This teacher and course were recommended as good by those who responded. The lectures were well prepared and complemented the assigned readings. Most of the benefit resulting from the class depended on what the student put into it and from how well the class could carry on discussions. The texts and creativity of the assignments were very good. Several papers were assigned. The only exam given was the final, and half of it was a take-home exam. The exam was clearly worded and comprehensive. Attendance and participation counted greatly in the final grade. A percentage was used, but the individual was also considered. Ackley's overall rating was good or fair, and the course was recommended as good.

English 115EX  
Expository Writing  
Patricia Kane

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 24, Response 12

In general, Mrs. Kane's teaching ability and interest in her students were praised very highly, but the content of the course was found to be rather boring. The classwork consisted of criticizing the papers the students wrote, so there were no exams as such. The students felt that Mrs. Kane helped them to increase their awareness in general, and that this was the real basis for recommending the course. The biggest criticism leveled was of the method of grading. Most of the students felt that the teacher's comments on their work indicated that they had done much better than the final marks showed. They felt that Mrs. Kane did not understand the grading system at St. Mary's well enough.

English 119EX  
Poetry  
Sister Franzita Kane

INSTRUCTOR'S SYNOPSIS:

This course focuses on the art and craft of poetry under

aspects which illuminate the trained reader's experience of poetry, since with poetry, above all, "the innocent eye sees nothing." Students explore the means by which poetry as an act of speech makes complex use of the resources of language in ways distinguished from logical discourse or scientific discourse. The course starts with modern poems and moves to some of the strains of the multiple paternity of contemporary poetry. The course accepts the assumption of Northrop Frye, that "poetry should be at the centre of all literary training," and also that "in a modern democracy a citizen participates in society mainly through his imagination." It is the student's challenge that he must, by personally grappling with poetic elements, come to see in what sense both these statements are deeply meaningful.

STUDENT EVALUATION:

Enrollment 3, Response 2

The size of the class, three members, was important for making the course a valuable learning experience. The textbook was excellent. Creative thinking was fostered by the assignments which were spread throughout the semester. Because of the nature of the course no term papers were given.

Only a final exam was given which was comprehensive and involved a certain amount of reasoning. It was clearly worded and was neither too lengthy nor too difficult. There were no unannounced quizzes.

Grades, as one student commented, seemed superficial in such a small class. Class participation, outside assignments, and attendance were all extremely important. The students were satisfied with the grades they received.

The students felt that the teacher's preparation of the lectures was very good. Lectures developed the major points but were not repetitious of outside assignments. The class was rated excellent according to holding student interest. Class discussions also aided in developing creative thinking. The teacher was interested in the students and as an instructor the students felt she was excellent.

The class broadened the students' intellectual scope and therefore they recommended it to other students.

English 120EX  
Verse Writing  
Sister Mary Teresa Egerer

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 7, Response 4

Sister Mary Teresa was recommended as average in this type of course. The main criticisms were of the students themselves. Most felt that they were not assured of the value of their own creativity and that there was a lack of rapport in the class that would be needed to assure the students of the good will in the evaluations of their work by the others. The assignments consisted of presenting what each student was writing and discussing the work she presented. There were no exams as such. The grades were presumably based on the amount and improvement in the quality of the work turned in.

The course and teacher were given an overall rating of good.

English 151  
Shakespeare  
Randall Ackley

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 50, Response 23

The content of this course was very good, but it was up to the student to get what she could from the classes. The teacher was rated quite poorly. Most of those who responded criticized his bored, lethargic manner of lecturing and conducting discussions. Mr. Ackley's disinterest in the course and the students was quite evident to the students. Several students noted that the teacher was biased toward one of the sections, and that the seminars conducted in this section were quite good. However, the other section suffered from a total lack of interest on the teacher's and students' parts. Mr. Ackley was rated poor. Only four of the students said they would consider taking another course from him. The course itself was rated "fair." The



assignments consisted of reading several of the tragedies and outside commentaries. One long paper was assigned. The distribution of the work load and the way in which the papers were returned were good. The only exam was the final. It was an essay exam and was comprehensive. The questions on the exam were highly praised by some of the students, although others felt that the exam was too long for the time allotted. The grading system was ambiguous. Attendance and participation were said to count highly, but the final grades did not reflect this. A number of students remarked that their final grade was higher than expected.

## English 157EX Romantic Movement Elisabeth Noel

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 63, Response 31

The majority of students took this course because it was required in their major. Generally, they thought the textbook was very good to excellent. Assignments did foster independent thought and the work load was never too severe. There are no term papers but short papers and one research paper concerned with critical analysis which were important. The papers and exams were thoughtfully graded and returned.

The exams covered basic concepts of the course, as well as outside assignments and material not discussed in class. Exams involved reasoning rather than memorization and were clearly worded. There was a disagreement among the students whether they were too lengthy for the allotted time, but there were no take-home exams and no unannounced quizzes. The exams were announced in plenty of time and were given back to the students as an indication of their progress. A comprehensive final exam is given.

Opinion was divided as to whether the instructor had made grading criteria clear. Class participation was generally said to be of little importance. Opinion varied on the question of attendance and rated of little importance to important. One student remarked that the value of attendance lay in how much you wanted to learn and how well you intended to do in the course. Miss Noel grades on a strict percentage and most of the class received the grades they expected but commented that she was a strict grader.

There was a wide range of answers under the teacher's qualities. The course did cover the basic concepts. The lectures, well prepared and not a repetition of assignments. The opinion was the most diversified on the question of holding student interest, ranging from poor to excellent. Some students felt that there should be more class discussion and what discussion there was did not foster creative thinking. Some students felt that Miss Noel was unapproachable outside of class yet said they would take another course from her and rated her as a very good instructor.

The course generally broadened their intellectual scope and

therefore most of the class recommended the course to other students.

## English 191 Pro Seminar Sister Franzita Kane

INSTRUCTOR'S SYNOPSIS:

This is an experience offered to the serious student of literature, whereby, as a member of a group, she can search for a *foundation for integrating her English major as well as examine some of the implications of the intellectual life.*

The group experience opens up some of the modes of critical discourse in order to help the student recognize the complicated nature of a piece of writing as well as confront problems which the critical reader may encounter, thus moving from individual works to some of the larger principles underlying analysis and evaluation.

STUDENT EVALUATION:

Enrollment 37, Response 10

This course and teacher received a generally high rating. There were no lectures as such, but Sister led the discussions excellently, and provided a sound basis from which the students were able to formulate and express their opinions. As one student noted, the real value of this type of class comes from the students' own discussion, and there is no doubt that Sister Franzita met the demands of this type of course extremely well. Both the teacher and the course as a learning experience were rated excellent.

The readings and assignments in literary theory were very good. The only exam given was a final comprehensive one. The grading was done subjectively, depending on the student's own development. The grades were usually high.

One student remarked that a course of this nature should be required of every student regardless of her major.

## English 184 Literary Theory Sister Franzita Kane

INSTRUCTOR'S SYNOPSIS:

This course explores basic problems concerning the nature of literature and the practice of criticism, as seen in selected major texts from Plato and Aristotle to the present, and with reference to appropriate works of literature.

It deals with such problems as the relation of art and nature; art as making, as expression, or as communication; the nature of the aesthetic experience; the poet, the creative process, the poem; and similar problems.

The aim of the course is to enable the student to develop her own disciplined modes of approaching individual works and of theorizing about universal literary problems.

No student evaluation available.

# History

## History 1 Western Civilization I Anthony Black

### INSTRUCTOR'S SYNOPSIS:

This course attempts to consider the major trends in the development of Western Civilization. It is offered with the conviction that an age without a knowledge of its past cannot hope to solve its present problems or anticipate future developments. The Graeco-Roman origins of Western civilization are considered at the beginning of the course and then Europe and northern Africa become the focal points during most of this semester. The relationship of Western society with other cultures, particularly the Islamic, is also part of the course, but much greater emphasis is given to the nonwestern cultures in the second semester.

Discussion is encouraged in the class and the instructor is inclined to give his opinions, clearly labeled as opinions, to encourage reactions on the part of the students. A syllabus of readings, including textbook arguments, provides a basic framework for the course, and it is expected that the readings will be done in advance to provide a basis for discussion. This is done with the realization that the amount of material to be covered does limit discussion time because the course definitely covers the time-period promised in the catalogue. There are usually four examinations, including a comprehensive midterm, and two-hour final. Examinations always include map questions and at least two major essay questions, hopefully making the student use the knowledge she has gained from her readings to make judgments. A research paper, with a minimum length of five pages, is also assigned each semester with the student encouraged to pick her own subject in a field of interest to her.

### STUDENT EVALUATION:

Enrollment 66, Response 48

The class considered the texts interesting and pertinent to material covered in class, and assignments were rated "good." Both ratings rose along with the grades. Opinions on the work load varied. No take-home or unannounced quizzes were given; the final was comprehensive. Material from outside assignments was included on exams. These covered basic concepts of the course. All were returned fairly promptly. Grading criteria were made clear at the beginning of the course. Outside assignments and class attendance were extremely important — as was class participation — to the final grade.

The vast majority considered Mr. Black a "very good" to "excellent" teacher. Again, student opinion rose with the grade received. This tendency recurred in the students' opinion of class discussions. Three students said they would not consider taking another course from him. There was a near equanimity in "good" to "excellent" rating of the course. Those students with higher grades showed most enthusiasm about recommending this course to others. One math major remarked, "I enjoyed it so much I seriously considered changing my major to history."

## History 1 Western Civilization I 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.

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.

### STUDENT EVALUATION:

Enrollment 61, Response 35

Students rated this course and the teacher either as good or as poor, with few responses in between. Most students felt as confused about their evaluations as they did about the course itself.

Exams covered basic concepts of the course, but the questions were usually tricky. The final was comprehensive and a term paper was assigned. It was felt that work was not returned in a reasonable amount of time. There was wide disagreement concerning the importance of class participation, outside assignments, and class attendance in arriving at grades.

Organization, preparation, and the ability to hold the interest of the students were lacking. That Mr. Conway seemed to ramble in lectures which were largely unorganized was a point of general agreement. "He doesn't communicate his enthusiasm for history," was a typical remark. "Too little class discussion" was a common complaint.

Just under half said they would consider taking another course from Mr. Conway. He was rated "fair" to "good" with more weight on the first. Very few felt intellectually broadened at all; fewer would favorably recommend this course to other students.

## History 1 Western Civilization I Brother Bernard Donahoe

### INSTRUCTOR'S SYNOPSIS:

This is a standard Western civilization survey course. It involves a study of the rise of Western man from the beginnings of civilization in the Nile and Tigris-Euphrates valleys to the Treaty of Westphalia of 1648. Political, social, religious and intellectual elements are all considered against the background of the evolution of civilization.

Assignments involve textbook readings (usually about ten pages an assignment) and some outside readings. A knowledge of the geography of Europe is also required. One short-term paper is assigned.

Grades for the course are derived from: weekly quizzes 30%; final examination 30%; term paper 15%; midsemester examination 15%; and oral class work 10%.

### STUDENT EVALUATION:

Enrollment 55, Response 39

The textbook, assignments and work load of this course were all generally thought acceptable. Assignments were described as fairly heavy, and a term paper was given. Class participation, outside readings and attendance were looked upon by students as important.

The teacher at times graded on a strict percentage basis, and at other times used a curve. Students felt that the professor carefully corrected their work, and on the whole they received the grade which they had expected.

Organization of content, lectures and complementation of textbook readings were considered either very good or good. Two factors which reduced the interest of the class were repeti-

tion of the textbook and the reading of only the teacher's notes, rather than the presentation of an informative lecture.

The general rating of the course ranged from very good to fair, and in most cases was felt to have been a broadening experience. General comments spoke of the teacher's tendency to become too detailed both in lectures and on tests. Broader trends in a historical sense should have been emphasized.

## History 1 Western Civilization Father Erwin Orkiszewski

### INSTRUCTOR'S SYNOPSIS:

The purpose of the course in Western Civilization I is to give the student a basic fundamental view of the forces that went into the making of our Western culture. I followed a syllabus prepared by the department which outlined the basic topics to be lectured on. Each topic was followed by assignments from the textbook, map studies, and original source readings which were required of the students for a better understanding of the course.

In the beginning of the course I tried as much as possible by means of blackboard charts to show the chronological and logical procession of events with the hopes that the students would keep things in proper perspective. Likewise before each class I put a basic outline of things that would be lectured on or discussed. This was done hopefully to spell out correctly proper names, places, dates and above all to prevent professorial ramblings or asides. From time to time I would attempt to draw comparisons between events in the past with contemporary problems. Likewise I would try to show where some of our contemporary problems had their sources. I am a firm believer in the axiom, "that you cannot fully understand the present without a knowledge of the past."

Up to the last month of the semester, the class was subject to a 10- or 15-minute quiz each week, with the exception of the midterm (1 hr.) and the final exam, (2 hrs.). The quizzes made up approximately 60% of the final grade. The final exam and the semester project made up the remainder of the grade.

For the semester project the students were given a choice: 1) book reviews, 2) time chart, or 3) a paper evaluating the assigned source readings.

Discussion or questions in the class are welcome. Due to the nature and scope of the course, very little or no discussion took place. There were questions asked periodically. This I might add is not the ideal situation, but the material is so vast in scope and there is so little time to present it, that it is almost impossible to hold discussion.

### STUDENT EVALUATION:

Enrollment 57, Response 29

The textbook, assignments, and work load of this course were generally rated "good" with a few comments that sometimes assignments were not relevant to lectures. One project took the place of a term paper. Students felt that the professor thoughtfully corrected papers and exams. Outside readings, class participation, and attendance were regarded as of little importance to the final grade. A quote from one student stated that: "The textbook and outside readings from the syllabus may as well be eliminated from the course." Grading was done on a strict percentage basis and students received the grade which they expected.

In general, students rated the course as good, especially noting excellent organization of content, superior lectures, and good complementation of outside readings. However, class discussions were seldom held. Most students felt that they had received a good broadening from the course and would recommend the course to others as excellent or very good.

Some felt that the course was interesting because of a logical, clear and basic presentation, while lack of eye contact with the class, lack of class participation, and repetition in some cases were cited as the causes of a lack of interest. The course was generally regarded as a good course for nonhistory majors because of its thoroughness as a survey.

## History 1 Western Civilization Monica Schuler

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 29, Response 20

Students were pleased with the textbook, work load and assignments of this course. The exams covered both material in class and outside readings, and were considered to be fair. Class participation, outside readings and attendance were important factors in a grade. Grading was done on a strict percentage basis. The course was highly rated, with organization of content, lectures, supplementary assigned readings, class discussion and teacher guidance noted as very good. Many students felt that the course was intellectually stimulating and that they would recommend the course to their friends.

General opinion was that tests and papers were thoughtfully corrected. The course stressed general trends in history rather than minute details. Two book reports were assigned which were said to be beneficial to this general view. Some comments showed the need for a clearer demonstration of a relevance of past events to the world of today.

## History 1 Western Civilization Sister Emily Velde

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 29, Response 24

There was a very favorable response to Sister Emily's method of using a series of paperbacks rather than a large textbook. It was generally agreed that assignments did encourage creative thinking, but the work load was considered heavy. Examinations were fair, covering material from both outside reading and lectures. Class participation, outside assignments and attendance were all considered important. Most of the students received the grade they expected.

Sister Emily was rated "very good" to "excellent" in all phases of her teaching, and most students would consider taking another course from her. The students, especially those who were expecting a dull required history course, were pleasantly surprised by the content of the course and Sister's methods. They particularly liked her emphasis on the significance of events rather than the mere memorization of facts.

## History 3-4 World Civilization Rita Cassidy

INSTRUCTOR'S SYNOPSIS:

Offered as an alternative to the traditional course in Western Civilization, World Civilization will place emphasis on key social and institutional movements and developments and on the interrelationships of major historical trends in the history of man. The first semester will survey the prehistoric period, the Mediterranean world and western Christendom to the 16th century, the Mediterranean world and the Middle East, Islam, India and East Asia, Africa, and Amerindian civilization for the same period, and will attempt an assessment of the impact of western European Christian civilization on other cultures. Emphasis is on *understanding* rather than on mere knowledge.

Basic texts: McNeill, *A World History*; Quale, *Eastern Civilization* (paperback); Driver, *The Americas on the Eve of Discovery* (paperback); Oliver, *The Dawn of African History* (paperback); Palmer, *Historical Atlas of the World*. Additional readings will be assigned from books held on reserve in the library. Two book reports will be required.

Since the course is new, there is no student evaluation.



RITA CASSIDY

Miss Rita Cassidy of the SMC history department is a woman of many interests ranging from Basutoland to the South Bend Police Department. After graduation from Marymount College, Miss Cassidy received her master's and doctorate at the University of California at Los Angeles. Concentrations in American and African studies have greatly aided Miss Cassidy in her many projects she has undertaken.

With African history as her basic field, Miss Cassidy teaches courses in African and Afro-American history. Her teaching experience includes two and a half years spent in Africa. Miss Cassidy also studied there for a summer. Commenting on the History of the American Negro, Miss Cassidy believes that this course is particularly relevant since emphasis has been placed on African history for some time now, we tend to neglect the history of the Afro-American culture. She also directs a seminar on Sub-Saharan Africa that is both interdisciplinary and intercollegiate. Students from any number of fields and from various colleges in the vicinity participate. This includes not only Notre Dame, but also Goshen and Bethel Colleges and Indiana University at South Bend. Miss Cassidy looks forward to introducing World History as an alternative to Western Civilization next semester. Her reason for this is that many of the freshmen entering St. Mary's have already had several years of history in high school and this would avoid some repetitions by introducing new trends to them.

In discussing education, Miss Cassidy described a more ideal teaching situation where "faculty and students could talk over more thoroughly educational goals and course structure. Too often the faculty gets into a rut using the same material." For this reason she is restructuring her African course next semester. Regarding the role of the student, Miss Cassidy believes that there should be more intellectual participation on the part of the student. Necessary requisites for this would entail reading, thinking and asking questions. She would also like to see students correlating their own programs in a more significant manner.

Besides teaching at SMC, Miss Cassidy has had several articles including one entitled the "Financial Administration in Basutoland 1884-1900" in the Ohio University International Affairs Series. She also is a consultant reviewer for *Choice* magazine for the American Library Association. Miss Cassidy participates in a service training course for the South Bend School System for Afro-American History and Culture. She has also developed a similar course for the South Bend Police Department's rookies and is teaching this course to the entire Elkhart Police System. Along with these duties, she serves on the Advisory Boards for the West Washington Street Academy—a store-front school for hard-core dropouts and for the Urban League. Miss Cassidy is also a member of the Board of Directors of the Center for Economic Opportunity, the Negro Life and History Association, the African History Association and the American History Association.

## History 101

### U. S. History

Charles Poinatte

#### 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.

#### STUDENT EVALUATION:

Enrollment 54, Response 39

This course is required of history majors, who made up most of the class.

The text is interesting, clear in presentation, and pertinent to the material. The assignments and outside readings encourage independent thought and are well spread throughout the semester. Term papers are not given. Exams cover the basic concepts of the course, include outside assignments, are clearly worded, and require a fair degree of reasoning. Tests are thoughtfully corrected and handed back. Neither take-home exams nor unannounced quizzes are given, and there is ample notice given before each test. A comprehensive final is given.

The instructor makes clear the criteria for grades. Students thought that class participation and outside assignments were important, and that attendance was extremely important. Dr. Poinatte reduces the grade of students who cut. Grading is done on a strict percentage basis.

The course is superbly organized, as are lectures. The lectures complement the assigned readings very well and the class holds the interest of the students. Class discussions are good, but limited. Dr. Poinatte is readily available to help his students. Students rate Dr. Poinatte as an excellent teacher and his course as a very worthwhile and stimulating one.

## History 106

### U. S. Intellectual History

Brother Bernard Donahoe

#### INSTRUCTOR'S SYNOPSIS:

This is a survey of the major strains of American thought from the founding of the country to the present — e.g., Puritanism, American evangelical Protestantism, natural law theories, the slavery question, Transcendentalism, the revolt against formalism, pragmatism, etc. Theoretically the course should have reached the 1960's, but in actual practice it got only as far as the 1930's. Because it is only a one-semester course, much of the material was treated rather sketchily.

The textbook used was *Paths of American Thought* by Schlesinger and White, a collection of essays on American intellectual history. It was, I believe, the general consensus of students and teacher that the book was inadequate, and, hence, it will not be used in the future. One could predict, however, a great deal more reading in primary sources in the future.

One major paper on some phase of American thought was required. The grade for the course was derived from three examinations and the term paper.

#### STUDENT EVALUATION:

Enrollment 28, Response 21

The text is rated good. Outside readings make up much of the work load and encourage creative and independent thinking. Assignments are spread throughout the semester and do not overburden the student. Term papers are given, thoughtfully corrected, and returned within a reasonable amount of time. Exams cover the basic concepts of the course, including the outside assignments. Questions are clearly worded and involve a fair degree of reasoning rather than mere memorization. Exams are of suitable length and not too difficult. Take-home exams are given upon request. No quizzes are given, and exams are all announced early enough to allow sufficient time for study. The final is not comprehensive. Brother Donahoe makes the criteria for grading clear. Outside assignments are important. Attendance and class participation are of little importance. Grading is done on a strict percentage basis.

The course and lectures are well organized and lectures complement the material very well. The class holds the interest of the students, but lectures get tedious at times. Class discussions are rated fair. Brother Donhoe is usually available to the students for consultation. Two-thirds of those responding would consider taking another course from the instructor. Students rated the teacher and the course as very good and would recommend it to others.

## History 109EX

### Afro-American History

Rita Cassidy

#### INSTRUCTOR'S SYNOPSIS:

The major emphasis of this course is on reading in a wide range of sources. The goal is not so much detailed knowledge as it is understanding the African heritage, the forces which have shaped the role of the black man in the United States, the activities and ideologies of black leaders, the realities of the black experience (religious, social, economic, legal and political), the cultural contributions of black Americans and the development of a new black self-concept and pride expressed in Black Power. The approach is interdisciplinary, drawing on guest lecturers and the communications media to supplement class lectures, assigned readings and readings in the individual student's areas of personal interest.

#### STUDENT EVALUATION:

Enrollment 28, Response 17

The text is rated as good and assignments and outside readings are excellent. Students are not overburdened with work at any one time. No term papers are given. Exams cover material done both in class and outside of class. Questions are clearly worded and involve reasoning as well as memory work. They are of a suitable length and not too difficult. Graded exams are not returned to the student. Take-home exams are not given and only one quiz was given during the semester. Only announced exams are given and these are announced early enough to give the student sufficient time for preparation. A final exam is given and it is comprehensive. Students complained that the criteria for grading were not made clear at the beginning of the course. Grading tends to be the subjective response of Miss Cassidy to the student. Class participation is important and outside assignments are extremely important. Students felt that the course and lectures were adequately prepared and organized. Most students responding found it very interesting; however, they thought that class discussions were poor. Miss Cassidy is felt to be too dogmatic to foster creative thinking. Most responding students would consider taking another course from her. Students rate both course and instructor as very good and recommend this course most strongly to other students.

## History 111EX

### History of England

Anthony Black

#### INSTRUCTOR'S SYNOPSIS:

This survey of English history is primarily intended as an upper division course for history majors, although it should be

of interest to English majors, pre-law students, or any student who has an interest in history. There are no prerequisites for the course although Western Civilization is recommended. The course is offered with the conviction that the educated citizen of the United States understands much more about his society if he knows something about its English origins.

This semester of the course covers the period from the Norman conquest in 1066 to the end of the Tudor period in 1603 with brief attention given to the pre-1066 background, particularly those Anglo-Saxon institutions that relate to the post-1066 period. The emphasis in the Middle Ages is on institutional and constitutional history with an attempt made to relate important developments to literature. In the Tudor period religious developments are also considered in some detail.

A paperback series covering the whole of English history in four volumes is the basis for the reading assignments. Discussions and questions are encouraged. The instructor gives his opinions, clearly labeled as opinions, to elicit discussion. A research paper, minimum length eight pages, is required and counts significantly towards the final grade. The student chooses her own topic. Two tests are given during the semester, including a map section and at least two major essays. The two-hour final examination is comprehensive.

**STUDENT EVALUATION:**  
Enrollment 26, Response 13

The majority of students that took the History of England considered it to be an intellectually broadening course. The overall reaction was that Mr. Black was a very good instructor. His lectures were well prepared, but it was remarked that he often got off the subject during them. These diversions as well as some of the class discussions seemed directionless and irrelevant to the subject matter.

The texts used in this course were regarded as excellent. The exams covered the basic concepts of the course as presented in the lectures and readings. It was noted that it was important to do the outside reading for an understanding of the lectures and for the exams. The final exam was comprehensive. A term paper was also assigned.

The final grade was derived from the strict percentage of the exams and the paper. Attendance was extremely important to Mr. Black and more than four absences resulted in the grade being lowered by one point.

Most of the students that responded to the questionnaire stated that they would recommend this course to others as very good.

## History 114EX Medieval Civilization Charles Poinatte

**INSTRUCTOR'S SYNOPSIS:**

The purpose of this course is to broaden the advanced student's knowledge of history and the historical method by enriching her understanding of the Middle Ages. It is the intent that she will come to appreciate the significance of the Medieval world both as a civilization with its own values as well as the formative period of many of the basic concepts and institutions of Western Civilization. In order to achieve these objectives the student is to study such significant movements and institutions of the Middle Ages as feudalism, the Medieval Church, monasticism, and the development of monarchies, the Crusades, Medieval universities and learning and Medieval values in art and literature.

The approach to this course is topical, although the general chronological development is followed. Special emphasis is placed on the high Middle Ages.

In addition to the text which serves as an introduction to the material covered, the student is required to read daily assignments in a number of books which are placed on closed reserve in the library.

Apart from the regular assignments, each student is required to submit a research paper. The topic is designed to present the student with a particular problem in Medieval history which the student is encouraged to resolve principally through her own research.

There are only two examinations during the semester — a mid-semester and final. They will consist of essay questions,

although the student will also be asked to identify a list of individuals and/or events.

**STUDENT EVALUATION:**  
Enrollment 26, Response 14

The majority of students that took Medieval Civilization felt that it was a profitable experience, the degree of which depended upon the amount of effort that a student was willing to put forth. The overall response was that Dr. Poinatte was an excellent instructor. His lectures were well prepared and included various historical viewpoints. There was very little class discussion, however.

The readings in this course were generally considered interesting and were spread evenly throughout the semester. The exams covered the basic concepts of the course as presented in the lectures and readings. The final exam is comprehensive. There is also a term paper.

The final grade was determined by strict percentage from the exams and the paper. He considered attendance important for understanding the material and repeated absences were reflected in the final grade.

All of those who responded stated that they would recommend this course to others as excellent or very good.

## History 117EX 19th Century Anthony Black

**INSTRUCTOR'S SYNOPSIS:**

This course attempts to consider the major developments in European History from 1789 to 1914. Increasing emphasis is given to non-European areas as the semester progresses and the European domination of Asia and Africa becomes a reality. The course is offered with the conviction that much of what is happening in the world today is meaningless without some knowledge of such things as the French Revolution, nationalism, Marx, Darwin, conservatism, liberalism and Bismarck.

A textbook is used for the course (Ergang, *The Making of Modern Europe*), and is supplemented with an average of three paperbacks. Two examinations plus a comprehensive two-hour final are given. They include a map section and at least two major essay questions. A research paper of at least ten pages in length represents a significant part of the final grade. The topic is of the student's own choosing.

The course is intended primarily for History majors but is open to all students. History 1 and 2 are usually prerequisites but these can be waived after the approval of the instructor.

**STUDENT EVALUATION:**  
Enrollment 29, Response 13

Nineteenth-century History was considered by the students to be a very good course and one to be recommended to others. Mr. Black was usually well prepared in his lectures, but he often got off the subject. The students felt that this detracted from the basic concepts of the course.

The text used in the course was very good. The exams were based on the lectures and readings. The students emphasized the necessity of completing the outside readings because the lectures were not sufficient for the exams. The map questions and the identifications were specific while the essays were broad. There was a comprehensive final. A term paper was also assigned.

The final grade included the strict percentage grades from the exams and the paper. Attendance was extremely important because if a student missed class more than four times, her grade was lowered by one point. The criteria in grading were made known at the beginning of the course.

## History 119EX Russia and Eastern Europe Sister Emily Velde

**NO INSTRUCTOR'S SYNOPSIS SUBMITTED**

**STUDENT EVALUATION:**  
Enrollment 33, Response 22

Sister Emily's Russian history course is considered by many

to be one of the best offered on this campus. As an instructor, Sister is regarded as excellent due to her well-prepared presentation of the material and in her ability to stimulate interest. She has a good grasp of Russian history and seeks to instill a broad knowledge of history rather than to emphasize detail. The course is demanding, but the students generally agreed that it is worth the effort.

The texts used in this course were regarded highly. However, some felt that they were not relevant to the course. The great amount of reading was spread evenly throughout the semester. The exams covered the basic concepts of the course as presented in the lectures and readings. There is a choice of doing either three book reviews or one term paper. Both exams and papers are thoughtfully corrected.

The final grade is based on the exams and the papers. Attendance and completing the outside assignments are necessary in that they will contribute to the understanding of the course material.

The majority of the students stated that they would recommend this course to others as excellent.

### History 130EX Latin American History Monica Schuler

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 7, Response 3

Miss Schuler's course was considered very good by those who responded. The presentation of the material and the course development were rated excellent. The students found the class discussions very interesting and felt that the course in general was an excellent, broadening experience.

The assignments consisted of readings and a term paper. The load was evenly distributed and the students' papers were thoughtfully graded. The exams covered material done in and outside class and involved individual reasoning rather than mere memorization. The exams were returned. The final was comprehensive. Class attendance, participation and completion of readings were very important. The grading was done on a strict percentage basis.

### History 132EX Sub-Saharan Africa Rita Cassidy

INSTRUCTOR'S SYNOPSIS:

Saint Mary's offered its first course on Africa in the fall of 1961 — a two-credit survey of Contemporary Africa. A three-credit survey of Sub-Saharan Africa was introduced the following year and this course in turn developed into a two-semester survey. Our library resources have grown rapidly, keeping pace with the tremendous output of scholars in a field which is characterized by interdisciplinary and multidisciplinary productivity. For the fall semester of 1969, therefore, the Sub-Saharan Africa course has been thoroughly reorganized to emphasize its interdisciplinary character, to incorporate recent scholarship, and to stimulate individuality in reading and research. Copies of the course outline and bibliographies are available in the instructor's office.

The first semester covers methodology in the reconstruction of the African past, prehistory and the historical period to the midnineteenth century. The second semester is concerned with Africa under the impact of European penetration, with the rise and growth of African nationalism, independence movements and the role of independent African states in world affairs.

A short research paper is required in the first semester. Three book reports (including two novels or a novel and a play) are required in the second semester.

### History 141 U. S. History Thomas Conway

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 65, Response 35

Students in these classes were all El. Ed. majors and this course was required in the major. The majority of opinion was that the course was good to very good concerning textbooks, assignments and work loads. A term paper is assigned and students indicated the teacher's interest by rating him good to very good regarding thoughtful correction and discussion of papers and tests in a reasonable amount of time. Most of the class felt that his exams were fair. They covered class material, as well as outside work, were of reasonable length, on the same level as class work. However, a good deal of students felt that they were tricky, asking fine points and insignificant details, sometimes even missing basic concepts. No take-home exams or unannounced quizzes were given and tests were announced in ample time for study. The final exam is not comprehensive. Here, again, students complained of the difficulty in answering questions of minute detail.

Grading criteria are made clear at the beginning of the course. It is done on the basis of both a strict percentage grade and a curved scale. Although class participation and outside assignments were only rated as fairly important, attendance was definitely an important factor. Most of the grades received were those expected, but several students felt that the teacher had a tendency to downgrade.

The course was given a very good rating concerning organization of class material, lectures, and ability to hold students' interest. A few comments were made about the teachers' digressing to small, insignificant points. According to the majority of this class, the instructor is enthusiastic and interested in his students' progress. Three fifths of them would consider taking another course from him. The majority of the class gave him a good to very good rating. The overall course evaluation was divided between a good to very good rating and most of the class would give a good recommendation to another student.

### History 143EX Contemporary Affairs Anthony Black

INSTRUCTOR'S SYNOPSIS:

Contemporary Affairs is offered as a service by the History Department and is not intended to be part of the sequence of courses for majors. It is intended to provide a historical perspective for current international problems. Hopefully the crises in Viet Nam or the Middle East would be better understood as a result of this course. A textbook, Gatzke, *The Present in Perspective*, is used to cover some of the important events in world history since 1948. *Time*, or something comparable (the News section of the *Sunday New York Times*, *U.S. News and World Report*) is also used as a basis for discussion at one of the weekly class meetings. There is a one-hour midterm examination and a two-hour final.

STUDENT EVALUATION:

Enrollment 39, Response 21

The textbook is very clear in its presentation, interesting and apropos to the material covered in the course — the students found it very worthwhile. The assignments and outside reading encourage independent thinking and are spread evenly throughout the semester. Term papers are not given.

Exams cover the basic concepts of the course and material from outside sources is included. Exam questions are clearly worded, but exams require more memorization than reasoning. Exams are not too long, nor are they too difficult. Graded exams are returned to the student as an indication of her standing grade in class. No take-home exams are given and all exams are announced in reasonable time. No quizzes are given. There is a final exam, but it is not comprehensive.

Mr. Black makes the criteria for grades very clear at the beginning of the course. Class participation is of little importance, but outside assignments are very important. Grading is done on a strict percentage basis.

Students felt that the course was well organized and lectures well prepared. Lectures complement the assigned readings, not merely repeat them. The class holds the interest of the students. Class discussions are excellent. Mr. Black is very interested in his students and encourages them to seek his help, if they need it. Most of those responding said they would take another course from Mr. Black. Students would rate Mr. Black overall as a very good instructor. The course broadened the student's intellectual development to a great degree and students recommend this as a very good course.

## History 170 History of the Middle East Father Erwin Orkiszewski

### INSTRUCTOR'S SYNOPSIS:

The purpose of the course was to present the history of the Middle East from the period of 1798 (Napoleon in Egypt) to the present. With the Napoleonic invasion of 1798, the Middle East becomes the focal point of the major powers in Europe. The course studied the internal structure of the Ottoman Empire through this period as well as the basic issues involved in the Near Eastern Question. With the end of World War I and the dissolution of the Ottoman Empire, initial beginnings of the Middle Eastern States to approximately the present were studied: Turkey, Egypt, Iraq, Syria, Lebanon, Jordan.

The textbooks used were Carl Brockelmann's *History of the Islamic Peoples* and George Kirk's *Short History of the Middle East*. Added to these was a bibliography of some thirty books, all in the St. Mary's Library.

The class was half lecture and half seminar, during which students presented research papers on the Islamic World from Mohammed and the beginnings of Islam up to the period covered by the course. This was done to get a better picture of the Islamic world of which the Ottoman Empire was a part, and also to point out as much as possible the continuity within the structure of Islam.

Two 1½-hour quizzes plus the final and the research paper were the basis for the final grade.

### STUDENT EVALUATION:

Enrollment 7, Response 3

In the three responses received there was distinct disagreement in practically all phases of the evaluation. Ratings ranged from "good" to "poor" on the textbook and assignments, and on the teacher's presentation of the material. It was generally agreed that examinations were fair and were given back as an indication of standing in class. Attendance was thought to be of more importance than class participation or outside assignments and those responding received the grade they felt they deserved.

Opinions again varied from "good" to "poor" on the questions concerning the rating of the professor and the course. Individual remarks brought out the fact that one thought the teaching level was too low and that the necessary background material was not interesting to the students. Lectures on the modern period were considered the most interesting. The time that the class was held, 6:30 to 9:30 one night a week, was considered too long a period for adequate concentration.

## History 190EX African Seminar Rita Cassidy

### INSTRUCTOR'S SYNOPSIS:

The African Seminar is interdisciplinary and interinstitutional. Its focus varies from semester to semester and the consent of the instructor is required for participation. No previous knowledge of Africa is required, although such knowledge is obviously an asset. Seminar participants are expected to bring the research techniques and disciplinary training of their individual major fields to the study of the African scene. In the academic year 1969-70, both semesters will focus on the humanities in Africa, drawing participants from the discipline of history, humanistic studies, art, music, theology, and literature and from the General Program. Guest lecturers and a wide range of readings form the bases for discussions. A short research paper is required each semester.

# Humanistic Studies

## Humanistic Studies 121EX Culture of the Middle Ages Bruno Schlesinger

### INSTRUCTOR'S SYNOPSIS:

This is the first of four history courses offered in chronological sequence by the Humanistic Studies Program. The course introduces students to the formative years of Western civilization, examining the dynamic role played by Christianity in shaping social institutions and patterns of thought in the Early and High Middle Ages. The aim of the course is to provide a historical and interpretative framework which will enable students to place related courses in an integrated context.

Instead of relying on conventional textbooks, the course uses whenever possible works of synthesis based on critical scholarship, such as Dawson, *The Making of Europe*, Heer, *The Medieval World*, and Southern, *Making of the Middle Ages*.

Emphasis is placed on the discussion technique; and the final grade is based on class participation, grades from a mid-semester and a final examination, plus a critical book report. The course is usually taken by Humanistic Studies majors in the first semester of the junior year.

### STUDENT EVALUATION:

Enrollment 25, Response 17

"This course has been the best part of my college experience." This student's reaction to the course typifies the general feeling towards Dr. Schlesinger's course. His organization of the course, his assigned reading and lectures in class all work together for

a development of a historical-cultural understanding of the period. As noted by another student, "The course is very much Dr. Schlesinger's and if you are receptive to his mode of teaching he can open worlds to the student, particularly the world of a wise and intellectual man."

The textbooks are very good in presentation, interesting, and apropos to the material covered in the course. The assignments, spread evenly throughout the semester, encouraging independent and creative thinking, have been rated very good. A book report is given.

Exams cover the basic concepts of the course involving a fair degree of reasoning rather than mere memorization. Only announced exams were given although take-home exams are being considered for this course. A final exam which is not comprehensive is given. Class participation and attendance are extremely important. Outside assignments are important.

## Humanistic Studies 123EX Colloquium I Bruno Schlesinger and Monica Schuler

### INSTRUCTOR'S SYNOPSIS:

This is the first of four such courses offered in chronological sequence by the Humanistic Studies Program. Colloquium I is an interdisciplinary course which meets once a week in a two-hour session in which students and a professor (whenever possible a specialist in a specific discipline) discuss a significant



work of art, philosophy or literature of Western civilization. Of central importance is the fact that the works chosen are representative of the historical period being studied in another, parallel course (Course 121, *The Culture of the Middle Ages, 300-1300*) in the same semester. In this way the Colloquium, and indeed the entire program, has an inner historical unity and logic. In addition, selected works of a specific non-Western culture are studied every year.

The emphasis placed on the discussion technique of the Colloquium reflects the program's concern with active student participation. The final grade is based on class participation and a single examination at the end of the semester. Reading assignments are given one week in advance.

The list of Colloquia topics varies slightly from one year to another. This year's list included: St. Augustine's *Confessions* and *City of God*; Medieval Architecture, Medieval Music, Early Christian Art, T. S. Eliot's *Murder in the Cathedral*, Dawson's *Understanding Europe, Analects of Confucius*.

The course is usually taken by Humanistic Studies majors in the first semester of the junior year.

#### STUDENT EVALUATION:

Enrollment 17, Response 6

This course consisted of a series of lecture-discussions with outside speakers brought in for various topics. The development of this course as seen in the organization of the lectures, assigned readings, and discussions was rated very good. The only criticism of the course was related to the discussions which often seemed lacking in direction.

The textbooks were very good in presentation and interesting. The assignments were evenly spread throughout the semester and encouraged independent and creative thinking. No term papers were given.

Only a final exam was given. This exam covers the material assigned as well as that discussed in class. It involved a fair degree of reasoning rather than mere memorization. Criticism was given because the final was the only criterion for the final grade. Class participation was extremely important. Attendance and outside assignments were important.

### Humanistic Studies 127EX

#### Greek Literature

##### Stella Lange

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

#### STUDENT EVALUATION:

Enrollment 22, Response 16

This course was generally held to be a good course. The preparation of lectures and assigned readings rated as very good. There was considerable criticism, however, of Miss Lange's method of teaching the course. Although it was felt that she is a scholarly woman with a very good knowledge of the material, she did not hold the interest of the students. Some felt that the presentation covered the surface too much without delving into the material.

The assignments and outside reading were very good in encouraging independent and creative thinking. The work was well-spread throughout the semester. Class participation, outside assignments, and attendance was important.

The exams covered the basic concepts of the course involving a fair degree of reasoning rather than mere memorization. Both announced and unannounced quizzes were given. The final exam was comprehensive. Term papers were thoughtfully corrected and returned within a reasonable amount of time.

### Humanistic Studies 161EX

#### Age of Baroque

##### Bruno Schlesinger

INSTRUCTOR'S SYNOPSIS:

This is the third of four history courses offered in chronological sequence by the Humanistic Studies Program. It introduces the student to the cultural history of seventeenth- and eighteenth-century Europe, with in-depth discussion of Baroque culture, the modern state, Constitutionalism, the New Science, the Enlightenment, and the French Revolution. The aim of this course, and of all history courses in the Program, is to pro-

vide a historical and interpretative framework which will enable the student to place related courses in an integrated context.

The course uses wherever possible works of synthesis based on critical scholarship, such as: Friedrich, *Age of the Baroque*, Nussbaum, *Triumph of Science and Reason*, Hazard, *European Thought in the 18th Century*, and Brinton, *Decade of Revolution*.

Emphasis is placed on class participation, and the final grade is based on this, plus grades from a mid-semester and a final examination, and a critical book report. The course is usually taken by Humanistic Studies majors in the first semester of the Senior year.

#### STUDENT EVALUATION:

Enrollment 17, Response 10

General feeling is that Dr. Schlesinger has excellently organized the material of this course. Preparation of lectures is apparent and the assigned readings complement them very well. It is felt adjustment is needed to his style of teaching which seems to some to frustrate discussion by his desire for the exact answer which he wants.

The reading assignments are excellent and the work load well-spread throughout the semester. No term papers are assigned. The exams cover the basic concepts of the course involving a fair degree of reasoning rather than mere memorization. Neither take-home exams nor unannounced quizzes are given. The final exam is not comprehensive. Graded exams are handed back as an indication of the student's standing grade in class. Class participation, attendance, and outside assignments are very important.

### Humanistic Studies 163EX

#### Colloquium III

##### Bruno Schlesinger and Monica Schuler

INSTRUCTOR'S SYNOPSIS:

This Colloquium is the third of four such courses offered in chronological sequence by the Humanistic Studies Program. It is an interdisciplinary course which meets once a week in a two-hour session in which students and the professor (whenever possible a specialist in a specific discipline) discuss a significant work of art, philosophy or literature of Western civilization. Of utmost importance is the fact that the works chosen are representative of the culture of the particular historical period being studied in another, parallel course (Course 161, *The Age of the Baroque, Absolutism and Revolution, 1600-1815*) in the same semester. In this way the Colloquium, and indeed the entire program, possess an inner historical logic and unity. In addition, selected works of a specific non-Western culture are studied every year.

The emphasis placed on the discussion technique of the Colloquium reflects the Program's concern with active student participation. The final grade is based on class participation and a single examination at the end of the semester. Reading assignments are given one week in advance.

The list of Colloquium topics varies slightly from year to year. This year's list included: Calderón's *Life Is a Dream*, Baroque Art, Baroque Music, Pascal's *Pensées*, Pope's *Essay on Man*, Brecht's *Mother Courage*, and *Analects of Confucius*.

The course is usually taken by Humanistic Studies majors in the first semester of the Senior year.

#### STUDENT EVALUATION:

Enrollment 25, Response 15

This course has generally been rated excellent from all aspects. Guest lecturers are brought in for various topics. As one girl wrote, "Benefits: different lecturers, variety of readings, intellectual confrontation." The organization of the lectures, assigned readings, and discussions served to broaden the intellectual development of the student.

The assignments and outside reading encouraged independent and creative thinking. These were evenly spread throughout the semester. The textbooks were considered excellent. No term paper is assigned.

The exams are clearly worded covering the material covered in class discussions and the material assigned outside of class. Neither take-home exams nor unannounced quizzes are given. The final exam is not comprehensive. Class participation, outside assignments, and attendance are extremely important.

# Mathematics

## Math 1 Basic Mathematics Donald Miller

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 39, Response 26

This course is one of several offered to students who must fulfill their mathematics requirement in the college curriculum. It aims to increase the student's skills in the rudiments of algebraic manipulation, emphasizing the importance of reasoning over mere memorization.

It seems that if a basic math course weren't required in the college curriculum, this particular one would most likely be the first to go off the list. The students who evaluated the course are of the opinion that it is a rather unprofitable learning experience, and few of them would recommend the course as anything other than "fair." Although Mr. Miller shows a distinct interest in the development of his students in the field of mathematics, he has difficulty in clarifying his explanations and in stimulating his students to appreciate the discipline. A large number of students feel that he assumes the class is more thoroughly acquainted with math than they really are. He consequently teaches at a level far too superior to what the students are capable of.

No text is used. Class attendance and participation are important, since exams are given on the lecture material. There are neither take-home exams nor unannounced quizzes. Grading is done on the basis of strict percentage.

## Math 1 Basic Mathematics Sister Miriam Patrick Cooney

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 23, Response 18

Students who take this course do so to fulfill the six-hour mathematics requirement in the college curriculum. The text used is an elementary survey of some areas of mathematics. Although it is designed to increase the students' abilities in the field, it is rated very poorly by the students, who claim it is uninteresting and ambiguous in presentation.

Because Sister Miriam Patrick's presentation is generally well prepared, the class holds the interest of most of the students. As an instructor she is exceptionally interested in her students and encourages them to seek extra help outside of the classroom, should they need it. However, many of the students think that Sister often operates at a level of comprehension far above that of the class.

The examinations which are given in the course are evaluated to be fair; always announced, they cover the basic concepts of the course and are of suitable length for the time allotted. There are no unannounced quizzes. A comprehensive final is given.

## Math 1 Basic Mathematics Rose Barba

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 42, Response 29

Mrs. Barba's basic mathematics course can be selected from the several offered to students who have to fulfill the math requirement in the college curriculum. The course aims at stimulating the student's interest in the field of mathematics

and endeavors to provide the student with confidence and competency in basic mathematical skills.

Mrs. Barba received impressive ratings from the students who have experienced her classroom methods. Because she manifests a distinct concern for the development of her students and is able to maintain an exceptionally good relationship with them, most of her class avowed an enthusiastic interest in the subject matter and said it was all because of her that they cared. She is receptive to any suggestions they make and proved to be one of the most patient teachers the students had ever had.

Only scheduled in-class exams are given, i.e., there are no unannounced quizzes nor are there take-home tests. The final is comprehensive. Grading is done on a strict percentage basis.

## Math 1 Basic Mathematics Milko Jeglic

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 29, Response 26

Mr. Jeglic is an extremely competent and enthusiastic teacher. His lectures complement the assignments, putting the appropriate emphasis on major points. He clarifies the material as much as possible and encourages his students to approach him when they are having difficulty. The course is difficult but the quality of the instructor makes it worthwhile.

The textbook was used very little; the work load was generally felt to be good. Exams covered the material done outside of the classroom as well as the material given in class. Unannounced quizzes were not given. The final was comprehensive. Grading was done on a strict percentage scale. Class participation, attendance, and assignments were all very important in determining the grades.

## Math 1 Basic Mathematics Stephen McNally

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 58, Response 41

Mr. McNally is a competent, well-organized, interesting teacher. His lectures complement assigned material and hold the interest of the class. He makes every attempt to make the subject matter as clear and as interesting as possible, and encourages those having difficulty to come to him for aid.

The textbook was not used to any great extent. The work load was adequate. Exams for this course were on the material given in class and covered in the outside assignments, and were considered to be extremely fair. Unannounced quizzes were not given. The final was comprehensive.

Grading was done on a combined basis of percentage scales and a curved scale. Class participation, attendance, and outside assignments were all taken into consideration.

## Math 1 Basic Mathematics Robert Nowlan

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 25, Response 14

Mr. Nowlan is a good teacher, interested in his students as well as his subject. His lectures show a great deal of preparation and hold class interest. Furthermore, he goes beyond

strictly math material and tries to convey his philosophy of life.

The text was rarely used; the work load was considered good. Exams covered the basic concepts of the course as they had been presented in class lectures. Unannounced quizzes were not given. The final was comprehensive.

In determining grades, class participation and attendance were weighed more heavily than outside assignments. At times grading was based on a strict percentage scale while at other times on a curved scale. Mr. Nowlan is considered to be an extremely fair grader.

## Math 1 Basic Mathematics Gary McGrath

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 58, Response 23

Mr. McGrath's course is an in-depth study of basic mathematical theory. He is an enthusiastic teacher, interested in his students. The work load for this course was good and the exams covered mainly the material lectured on in class. No unannounced quizzes were given. The final was comprehensive. The class itself was good, yet a number of the students often found the presentation of the material confusing.

Grading was done on a curved scale. Class participation and outside assignments seemed of little importance, while more attention was given to attendance. Mr. McGrath took the fact that the course was required into consideration and graded with leniency.

## Math 15 Elements of Calculus I Donald Miller

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 34, Response 28

Elements of Calculus I is a requirement for science majors, much to their dismay. Most agree that the course itself, as Mr. Miller attempted it, was irrelevant to their field. The text was not suitable for most and was of little help in explaining all the problems the teacher missed. Though papers were thoughtfully corrected and returned or discussed within a reasonable amount of time, this didn't compensate for the difficult level of the tests or the lack of time for completion. Most students agree that attendance is important. Though Mr. Miller knew his calculus quite well, the class material often didn't correspond to the assignments and explanations were too frequently above the students' level. More time should have been spent on working problems applicable to the assignments. Although Mr. Miller did make himself available to discussion outside the classroom, the majority of students found that there was a definite communication gap which severely affected their understanding of the material.

No term paper is required and there are no pop quizzes. Tests require knowledge of material covered in class lectures plus that not covered in discussion. Class lectures and preparation were fair and most would give the material an overall evaluation of good.

## Math 31 Calculus I Milko Jeglic

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 51, Response 37

Mr. Jeglic and his course received little else but praise from his students. Most students were math majors (though this wasn't uniformly true) who took this as a requirement. The text was very good and when lacking, Mr. Jeglic provided ample explanation. Assignments were well spaced and served to instruct the students. No pop quizzes were given and tests were

corrected and usually returned at the following class period. One small criticism was that exams were too long for the time allotted. All agreed, however, that the teacher was well prepared and knowledgeable in his presentation and could explain the material so that his interest in his subject was "contagious." Both class participation and attendance were rated as extremely important.

The course in general was difficult, but the teacher was so well equipped and willing to offer such special attention that the pupils felt it well worth their while. Mr. Jeglic himself should merit an "excellent" on all counts according to his students.

## Math 31 Calculus I Robert Nowlan

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 37, Response 30

This particular course was taken by a variety of majors, half in math, the others not. Consequently there was a disparity of opinions regarding the material, course, and teacher. For those with a solid math background, the material was often repetitive and therefore lacking in both interest and challenge. The teacher showed little desire to remedy this situation. For those who took this as an elective or requirement in the college curriculum the class sessions were not adequate. Mr. Nowlan followed the text quite closely and offered little in the line of outside explanation. Assignments were not collected for correction or adjustment.

There were no pop quizzes and exams were on a level commensurate to most. These tests were thoroughly graded and corrected, though the criterion of the final grade seemed nebulous (perhaps this was because of a curved system). Too often the class organization was poor and tended to rambling discussion, sometimes on extraneous matters. Individual questions were encouraged and the teacher was available for outside help. Most gave the course a good to fair evaluation, again due to dissatisfaction with the material covered and the method of presentation. Attendance seemed a matter of personal discretion.

## Math 51 Elements of Calculus III Stephen McNally

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

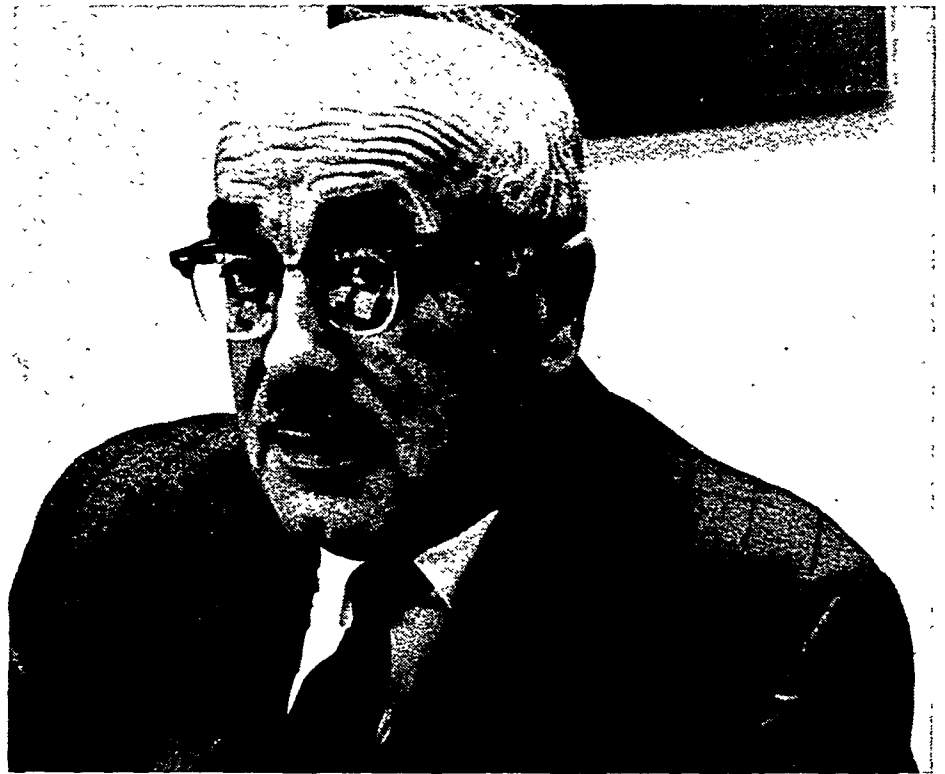
Enrollment 5, Response 2

Of the two students answering the questionnaire one took the course as a requirement for her major and the other took it as an elective in the college curriculum. They rated their textbook as very good. The assignments encouraged independent and creative thinking. Assignments were never a burden to the students and no term papers were given. Exams were corrected and returned within a reasonable amount of time.

The students concurred that the exam questions covered only the material covered in class and these questions were clearly worded. They required a fair degree of reasoning and not mere memorization. They did not consider the exams to be too difficult and these exams were handed back so that the student knew her standing grade in the class. Take-home exams were given, no unannounced exams were given, and exams were always announced early enough so that sufficient amount of time was allowed for study. A final exam was given but it was not comprehensive.

Neither student knew the criteria the teacher used for grading. Class participation and attendance were considered important. Outside assignments were extremely important. They were graded on a strict percentage system. Both students received the grade they expected.

The teacher's organization of the content of the course involved a gradual development of pertinent material with appropriate emphasis on major points. The students rated Mr. McNally's preparation of lectures as very good. The class held the attention of the students. The instructor was interested in his students and both students said they would consider taking another course from this teacher.



MILKO JEGLIC

Dr. Milko Jeglic's lectures are always well-attended. People actually try *not* to miss classes, instead of figuring how many they can cut. And while they may hate to do the homework he assigns, they always do it, and turn it in on time. Dr. Jeglic can make people love mathematics classes, even if they hated math before. It's hard to find someone who's not eager to praise him.

When Dr. Jeglic enters the room, you know he has something to say: if you miss the class, all his explanations are lost. Since he seldom covers the same ground twice, you may well find yourself at a real disadvantage on the next test, which will inevitably be thorough and comprehensive, efficiently graded, and swiftly returned. Dr. Jeglic's courses are definitely among the "solids" at SMC.

But not one of his students feels that he makes the material difficult; rather, his explanations and step-by-step analysis simplify and clarify what might otherwise be unintelligible theory. If you do have trouble, though, no one could be more willing to help than Dr. Jeglic. He'll spend hours in his office, explaining and re-explaining until you un-

derstand.

Dr. Jeglic is deeply interested in his students, and cares if they're confused and/or bewildered by math. He's warm and easy to talk to, and not terribly upset by "dumb" questions.

In class, he is quite excited about solving problems, and this excitement becomes contagious. When you hear your first English major arguing with an El. Ed. major about how to finish a math proof, you know you've seen a truly great teacher at work. Not only that, but they actually know what they're talking about; in Dr. Jeglic's class, you really do learn whatever he tries to teach.

In retrospect, this seems more like a paean of praise than a factual analysis of Dr. Jeglic's technique. However, it's hard to get any other reaction from one of his former students. The highest praise, however, has got to be the quote of an El. Ed. major, who said: "I never understood math in high school, and I always hated it. But Dr. Jeglic made me enjoy math class, so much so that I considered taking more courses in the subject."

The course broadened the students' intellectual development and they would recommend the course as very good to other students.

One student stated that the instructor went out of his way to make the course relevant to his students. He is considerate, friendly, and keenly aware and concerned about his students and their careers.

### Math 110EX Mathematics for Elementary Teachers Rose Barba

#### INSTRUCTOR'S SYNOPSIS:

This course is designed to give the elementary school teacher a foundation for the main topics that she will be expected to teach in grades one through six. The two areas of concern are geometry and the number systems. It should not be inferred

that these two areas are treated as they would be in a grade school. Rather, a sophistication of these is developed. The "whys" behind elementary school mathematics are studied and hopefully mastered. This is done in the belief that only the teacher who understands the reasons for the material which she presents in the classroom can be of real benefit to her students. In an effort to keep our elementary education students abreast of the innovations which have made their way in recent years into the primary school mathematics curriculum, many of the proposals of the committee on the undergraduate program in mathematics have been incorporated into Math. 110. It should be stressed here that Math. 110 is a mathematics course and not an education course. Content is stressed.

#### STUDENT EVALUATION:

Enrollment 33, Response 26

The entire class was made up of El. Ed. majors and this course was required in the major. The textbook used was rated

very good by a majority of the class. The course was also rated very good concerning assignments and work loads. An almost unanimous majority of the class felt that the exams were fair, that is, covering class material, of suitable length, comparable to class work and assignments already done. No unannounced quizzes were given and tests were announced in ample time for study. The final exam is comprehensive.

The instructor makes clear her grading system in the beginning of the semester. Although most of the class felt that class participation was not important, they indicated that doing the homework assignments was. The class unanimously agreed that the grading criteria were made clear, yet two-thirds of the students claimed that grades were based on a strict percentage, while the other portion of the class maintained that a curved scale was used. Most of the students received the grade they expected.

The instructor in this course was rated as good to very good. The basic judgment of the class was that the teacher did as well as she could with the material she had to cover. However, only half the class would consider taking another course from this instructor. The course itself was only rated fair to good. Many complaints centered around the fact that the course was too repetitious of freshman year Basic Math and that it offered no new and different material or any challenge. Several suggestions were made to revamp the course. In recommending the course to other students the evaluation was, again, only fair to good.

## Math 126 Topics in Algebra Gary McGrath

NO INSTRUCTOR'S SYNOPSIS SUBMITTED  
STUDENT EVALUATION:  
Enrollment 15, Response 9

The nine students answering the questionnaire were all Math majors taking the course as an elective in their major field. The students rated their textbook as good. Their assignments encouraged independent and creative thinking. The assignments were spread throughout the semester so that the student was not unnecessarily overburdened at any one time. Term papers were not given. Exams were not corrected and returned.

The exams did not cover the basic concepts of the course. The questions were clearly worded and covered material covered in class and material done in the assignments. These exams required a fair degree of reasoning rather than mere memorization. However, they were too long for the time allowed to finish them, and too difficult for the level of the course. All the exams were take-home exams. No unannounced quizzes were given. All scheduled exams were announced early enough so that the students had enough time to prepare for the test. A final comprehensive exam was given.

The students stated that Mr. McGrath did not clarify his grading system at the beginning of the course. Class participation and attendance were important. Grading was done on the basis of a curved scale. All the students expected the grade they received.

The students thought Mr. McGrath's content organization was very good. It was apparent that Mr. McGrath had spent much time preparing his lectures. These lectures complemented the assignments and did not merely repeat them. The class often held the interest of the students. This teacher is very interested in his students. He encouraged them to come to his office so that he could help them. The students agreed that they would take another course from this teacher because they all considered him a good teacher.

The majority of students believed that the course broadened their intellectual development and they said they would recommend this course as very good to other students.

## Math 140 Differential Equations Gary McGrath

NO INSTRUCTOR'S SYNOPSIS SUBMITTED  
STUDENT EVALUATION:  
Enrollment 11, Response 9

The students answering the questionnaire were all math

majors taking the course as an elective in their major. The textbook was very clear in presentation, interesting and apropos to the material covered in the course. The students considered the work load good since the assignments were spread throughout the semester. The exams were not corrected and returned within a reasonable amount of time.

Exams covered the basic concepts of the course. The exam questions covered material assigned to be done outside of class. The students did not consider the exam to be too difficult compared to the level of material covered in class lectures and assignments. Exams were not handed back to the students as an indication of their standing in the class. Take-home exams were given and no unannounced quizzes were given. All exams were announced early enough so that a sufficient amount of time was allowed for study. The final exam was not comprehensive.

The criteria used by the instructor for grading were not made clear at the beginning of the course. Class participation, outside assignments and attendance were considered to be of little importance to the students. Most students presumed that grading was done on the basis of a curved scale.

The instructor was quite interested in his students and was always available for help. The students unanimously said they would take another course from this teacher. The students rated the teacher's overall qualities as good. The students said that they would recommend this course to other students as very good. One student stated that this course was a very good confidence-building course for math majors. The number of proofs done was a minimum amount. Instead the students learned several useful techniques and worked many concrete examples.

## Math 153 Abstract Algebra Sister Miriam Patrick Cooney

NO INSTRUCTOR'S SYNOPSIS SUBMITTED  
STUDENT EVALUATION:  
Enrollment 22, Response 14

All the students answering this questionnaire took the course as a major requirement. The textbook was rated as very good. The assignments encouraged independent and creative thinking. Assignments were spread throughout the semester so that the student was not unnecessarily overburdened at one time. No term papers were given but a project was assigned. Exams were corrected and returned within a reasonable amount of time.

The exams covered the basic concepts of the course. The questions did not cover only the material covered in class discussions but they covered material assigned to be done out of class as well. These questions were clearly worded and required a fair degree of reasoning rather than mere memorization. The exams often were not of suitable length for the amount of time allowed in which to finish them. However, the students did not consider the exams to be too difficult. These exams were graded and handed back to the students as an indication of their standing in the class. Take-home exams were given; no unannounced quizzes were given. All the tests were announced early enough so that a sufficient amount of time was allowed for study. A final exam was given but it was not comprehensive.

The students responding were confused about Sister's grading system. Class participation, outside assignments and attendance were important. No one really knew whether the grading was done according to a strict percentage system or a curved scale. The grades varied from C to A and almost all the students expected the grade they received.

The students had several comments concerning this teacher. Several stated that the teacher's lectures merely repeated the outside assignment. It was not a discussion class. When the students asked questions often they were dismissed as "obvious" and "trivial." Some students were actually afraid to ask questions and found the class a very tense experience. The work load was often heavy because homework was to be handed in, copied in ink, and then was graded. The final exam was one-half take-home and the other half was a two-hour test taken in the class. Sister did set up a scheduled time for problem session help in addition to her regular office hours. The class held the attention of the students. But the majority of the students did say that they would not consider taking another course from this teacher. The students would recommend this course to another student as good.

One student enthusiastically stated that this course contributed more to her mathematical education than all previous courses that she had taken and that it was the most challenging.

Math 165  
Topology  
Robert Nowlan

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 12, Response 6

This course for math majors is conducted in a flexible and informal manner and though it represents a rather sophisticated study for undergraduate students, it is evaluated to be a most beneficial inquiry into the subject. Discussions often include consideration of various other subject matters, rendering the class a very profitable learning experience to the student who specializes in mathematics yet maintains an active concern for the liberal arts aspect of her education.

Although Mr. Nowlan's lectures often "stick to the book" too much, he encourages questions and challenges as a means of intelligent investigation into the subject. The structure of the course allows for creative thinking and is such that a variety of viewpoints is vital for progression in the particular study.

Class participation and outside assignments are important for the student's own benefit (i.e., not necessarily for a grade). All exams are take-home. A final examination is given but is not comprehensive.

Math 170  
Pro-Seminar  
Donald Miller and Robert Nowlan

INSTRUCTOR'S SYNOPSIS:

New topics of interest to the student are chosen for study during the semester. The study is independent, although the student is expected to meet with a member of the staff of the seminar once a week to discuss her progress. At some announced time during the semester, the student is expected to present to the entire membership of the seminar some aspects of her study.

This oral presentation does not necessarily cover all of her study but should be informative and give her colleagues some insight to this area of study. A paper is due towards the end of the semester which reports in detail the semester's work and expresses the student's conclusions about the significance of the topic to her.

No evaluation.

Mathematics 171fEX  
Methods of Teaching Secondary Mathematics  
Stephen McNally

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 7, Response 2

This course was taken by math majors wishing to teach math. There is no textbook and the students found the outside readings to be good and assignments sufficiently spread out. Term papers are not given. The exams cover more than the basic concepts of the course, including material covered in class discussions and outside work. For the most part the questions are clearly worded and involve reasoning as well as memorization. There is enough time to complete the exams but they are not handed back to the students. The final exam is comprehensive.

The grading criteria are not made clear at the beginning of the course with the result that the students do not know what is expected of them or what their final grades will be. Students are not sure whether the grading is done on a curved or a strict percentage scale. Class attendance and participation and outside assignments are all important for the grade, all of which were B's and A's last semester.

Organization of the content of the course involves gradual development of the material with fairly appropriate emphasis on major points. The lectures were sufficiently prepared and added somewhat to the reading. The students found their interest wandering at times but enjoyed the class discussions. They found Mr. McNally to be a good instructor but said they would not take another course from him. They voiced a desire to have more time and interest shown by him outside of class. They rate the course good.

## Modern and Classical Languages

Classical Languages 1EX  
Elementary Greek  
Sister Judith Krabbe

INSTRUCTOR'S SYNOPSIS:

In his book, *On Going To College*, E. K. Rand advises students "to buy, beg, or borrow, or steal enough of a knowledge of Greek to read Homer in the original." The goal of the elementary Greek course is to provide sufficient grounding in the fundamentals of Greek grammar to make it possible for the student to read passages from the *Odyssey*, and other literary works, with understanding and appreciation.

STUDENT EVALUATION:

Enrollment 2, Response 2

The main method of presentation of the material was lecture, which fostered stimulating class discussions. The class felt that the lectures were well prepared and quite interesting.

Only announced tests were given and these were announced far enough in advance to provide the students with sufficient time to study. The students considered the tests fair and they felt that the tests covered the basic concepts of the course. No term papers were given. The work load was very good. A comprehensive final exam was given.

Sister Judith Krabbe's criteria for grading were clearly de-

finer for her students. Class participation was extremely important and attendance was important.

The students seemed to be completely satisfied with the course. They thought the teacher was excellent and showed a great interest in her course and in her students.

Classical Languages 51EX  
Ovid  
Sister Judith Krabbe

INSTRUCTOR'S SYNOPSIS:

The course in Ovid is offered for students who have had at least two years of high school Latin. It may be taken along with Latin 52 (Horace) to fulfill the language requirement or as an elective. The focus is on the *Metamorphoses*. Selected stories are read in Latin. Class periods are devoted mainly to translation and discussion of prepared passages. Students are assigned one longer paper, dealing with some aspect of Ovid's style or tracing the development of a particular myth in other literary works, ancient and modern.

STUDENT EVALUATION:

Enrollment 8, Response 6

The main method of presentation of the material was lecture,

augmented by class participation. Many of the students thought the lectures were slow moving, but the students' attitudes could have contributed to this. Most of the students were taking this course to fulfill the language requirement and were not greatly interested in it.

Testing is mainly comprised of announced exams, but on occasion an unannounced quiz was given. The tests covered the basic concepts of the course, and the students thought that they were not too difficult. The students felt, however, that the tests were too long for the amount of time allotted for the test. The work load was fair. A comprehensive final exam was given. The students were required to write a term paper.

Sister Judith Krabbe's grading system was never explained at the beginning of the course. The students thought both class participation and attendance were important but really had no idea what the instructor expected.

The students felt that the course and the teacher were average. They were not enthusiastic about it.

## French 1 Beginning French Suzanne Corbett

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 20, Response 10

This course was taken as one required in the college curriculum. The text used was clear and interesting, the assignments fairly encouraging to independent study, and the work load evenly spread throughout the semester. No term papers were required but the exams and work given were thoughtfully corrected and handed back so that the student was aware of his standing grade. Exams were always announced ahead of time, and the final was comprehensive. The questions covered the basic concepts of the course and were generally limited to material taken in class. They were clearly worded and involved a fair degree of reasoning rather than mere memorization. The criteria used were not made perfectly clear at the start, but students found that class attendance, participation, and outside assignments were extremely important to their percentage-based grades. Most students received the grade they expected. The instructor's organization of content and her deliverance of lectures were very interesting. She showed interest in the students outside of class and was regarded by them as a very good professor whom they would take for another course. The course itself was intellectually broadening and highly recommended.

## French 1 Beginning French Michael Marcy

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 19, Response 10

This course was taken as one required in the college curriculum. The text was felt to be very good and interesting; the assignments encouraged a fair amount of independent thinking, and the work load was spread throughout the semester. No term papers were given but the regular tests and assignments were corrected and handed back, giving the student a good indication of his standing grade. Exams, including unannounced quizzes, announced tests, and a comprehensive final covered the basic concepts of the course taken in class. Questions were clearly worded and required both reasoning and memorization. The criteria used by the instructor in grading were not made completely clear at the beginning, but it was found that class attendance, participation, and outside assignments were important to his percentage grading system. Most students received the grade they expected. His organization of material and his lectures were thought to be good and enabled class discussions. His interest, patience and understanding with the students were apparent, but there was one basic complaint — that of a language barrier. The students felt that although the course was very good, it was too difficult for a beginning French class to speak only French, and so a communications gap arose between teacher and students.

## French 21 Intermediate French Suzanne Corbett

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 14, Response 10

Mrs. Corbett's section of Intermediate French was generally well-rated by students in her class, though with reservations from some students.

Almost all respondents liked tests and assignments in this class. Assignments were fairly well distributed over the course of the semester, they said; tests were fair, with well-worded questions on the basic concepts of the course, requiring memorization but also reasoning in the answers. These tests were also of sufficient length to be finished in the time allotted; they were thoughtfully corrected and returned within a reasonable amount of time by Mrs. Corbett. Unannounced quizzes were given only a few times during the semester. The final exam was a comprehensive test consisting of two parts, oral and written; several students noted that they thought this test was too hard, while not specifically criticizing the other tests in this respect.

Mrs. Corbett's lectures and class discussions were also favorably rated by most people, although several students noted that often only one or two points of view were brought up and talked about. Students were not so enthusiastic about texts as about the other aspects of this course; 30% of the respondents rated the texts only fair or poor. Strongest criticism of this course was directed against the final grades. Although only 10% of the respondents said criteria for grades were not made clear at the beginning of the semester to the students, 40% of those who replied noted that they did not receive the grade they expected. Most felt that this was because the final exam counted too much in the final average. Grades of respondents were somewhat low, with 30% receiving grades below a C.

## French 21 Intermediate French Sylvia Dworski

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 19, Response 17

Most students who replied reacted very personally to the section of French 21 taught by Miss Dworski; 75% of the respondents added comments at the end of the questionnaire. Remarks ranged from appreciative to critical: from ones such as "Miss Dworski knows the art of interesting her students in *LEARNING*," or "The course by itself would not be interesting at all were it not for the teacher," to "Miss Dworski was *too* demanding and overbearing for first semester freshmen who are not used to college life," and "I think her pressure method of teaching is outdated." Most critical students conceded that they had gotten something out of the course, and that Miss Dworski was interested in her students' progress.

In evaluating the specific aspects of this course, students tended to be favorable in their ratings. Texts and assignments were generally acceptable to students. There was some criticism of the tests. In this class both announced and unannounced tests were given; 30% of the students thought these tests were too difficult for the level of material covered in class (one student noted that both tests and class material were too hard). Students were even less satisfied with the work load; over 40% of the respondents thought this aspect of the course deserved only a fair or poor rating. On the other hand, students thought lectures were adequately organized and prepared by the teacher; several also noted that although there was little class discussion, but this was probably due to the nature of the material.

Grades were an interesting aspect of this course. More than one-third of the respondents received a D or an F as a final grade, although none of these students expected higher grades. All students thought class participation, assignments and attendance were important or extremely important in determining the final grade; most also felt that the criteria for grading were stated by the teacher early enough in the semester.

## French 21

### Intermediate French

Sister Herman Joseph O'Malley

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 37, Response 27

This course was required in the college curriculum. Most students were satisfied with the texts. Most felt that assignments and outside readings encouraged independent and creative thinking. Students were not in agreement about the work load; some considered it excellent or very good, others felt they were definitely overburdened.

Papers are not given. Many students mentioned that quizzes were possible on any day. They did not agree on whether or not these were announced. Exams were sometimes rated as too long or too difficult. Otherwise, students were satisfied with the type of exams given.

All agreed that criteria used by the instructor in grading were made clear. Class participation was rated important as were outside assignments. However, attendance was almost unanimously rated as extremely important. Most students seemed to feel that grading was done on a strict percentage basis. Most received the grades they expected.

Most students rated Sister from good to excellent in organization and preparation of lectures, and stated that her lectures generally complemented the assigned readings. Sister was rated excellent and very good for her interest in the students. Additional comments seemed to reflect the attitude that language courses require too much of nonmajor students. It was suggested that lower division language courses be placed on a pass/fail basis.

## French 21

### Intermediate French

Michael Marcy

INSTRUCTOR'S SYNOPSIS:

Purpose of the course: To strengthen the knowledge of the structures of the language, develop vocabulary and means of expression. This language study is necessary as a first step before taking up literary texts in the second semester. Out of four hours, one is devoted to special exercises in the laboratory (audio-visual methods). Another is used for a study of French history and culture. Quizzes are given every other week.

Texts used:

Julian Harris and Andre LeVique, *Intermediate Conversational French*, Holt, Rinehart, and Winston, 1967.

Clifford Parker and Paul Grigant, *Initiation à la culture française*, Harper and Rowe publishers, New York, 1963.

STUDENT EVALUATION:

Enrollment 37, Response 28

This course was required in the college curriculum. In evaluating the teacher and his methods, the students generally rated the texts either good or fair; it should be noted, however, that on the intermediate level, the choice of texts is determined largely by the department. Assignments and outside readings were also rated either good or fair in encouraging independent or creative thinking. The majority of the students found the work load good or fair; some, however, did feel overburdened.

Papers were not assigned, but most students felt that exams were thoughtfully corrected and returned within a reasonable period of time. There was some contradiction among the students as to whether or not exams were restricted to material covered in class. Some students felt that exam questions were not clearly worded, too long, or too difficult. It was obvious from the response that Mr. Marcy gave several quizzes. Students were not in agreement about whether or not these quizzes were announced; some students stated that exams were not announced far enough in advance in order to allow for sufficient study.

Many students felt that Mr. Marcy had not made his criteria for grading clear, and were not sure whether they had been graded on a curve or on a strict percentage basis. A number of students received grades that were lower than those they had expected. The majority rated class participation, outside assignments and attendance as important.

Mr. Marcy's rating for organization of the course content

was generally good; his preparation of lectures was rated good to excellent. As to whether the lectures had complemented assigned readings, most students rated Mr. Marcy good or fair. Almost all felt that the course held very little interest for them, although many explained this by saying they simply were not interested in language learning.

All of the students felt that Mr. Marcy was interested in them, a number of them rating him excellent. Several commented briefly on Mr. Marcy's overall capabilities as a teacher, "The course was good in that Mr. Marcy took a real interest in the student, and also because he is a native Frenchman. On the other hand, being foreign hindered him in that he didn't seem to understand methods of teaching, or even English." And "I feel sorry for Mr. Marcy. He wants so much to help us, but the students just don't seem to care enough."

## French 21

### Intermediate French

Gail Martin

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 40, Response 33

To an extent the reactions of two sections of Mrs. Martin's French 21 were not the same. Both sections agreed in what they considered to be the strong points of the course. Most people in both sections thought that the texts used were adequate, assignments interesting; that tests were carefully corrected and returned promptly. There were few complaints from either class about the grading system. Most people thought they understood how they would be graded from the beginning of the semester, and those people who did not receive the grade they expected noted that this was because they did not know how they did on the final. In both groups lectures were considered adequately organized and prepared. Both sections said quizzes were given once every week.

There was also some agreement between the two sections as to the weak points of the course. More than half the people in each section felt that the classes were not very interesting. A variety of reasons were cited for this lack of interest. Some students noted that the material was dull for them because it was a repetition of work they had done in high school; others felt material covered in class sometimes repeated homework assignments too much. On the other hand some found they lost interest because the discussion (all in French) was too hard to follow. Several noted that the material, French grammar, was bound to be dull to a non-French major. In both sections there was some criticism of the work load; more than half the students who responded thought their work was not fairly distributed over the semester. Finally, exams were criticized by both groups of students. One-third of the students in both sections thought exams were too difficult; one-half in one and one-third in the other found the exams too long; one-third in both groups thought exams should have involved more reasoning and less memorizing.

The chief split between the classes was on the question of teacher interest in students. More than half the students in one section (9:00) rated Mrs. Martin only fair or poor in this area. As a result of this feeling, more than half the respondents from this section rated her only fair or poor overall as a teacher, and 60% said they would not consider taking another class from her. This criticism was not made by the other section however; 66% of these people considered Mrs. Martin good or very good in this area, and consequently the same percentage rated her good or very good overall as a teacher.

## French 21

### Intermediate French

Ann Marie Poinatte

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 22, Response 13

Most of the students enrolled were taking this course as a college curriculum requirement. The text was thought to be quite clear and interesting while the assignments encouraged independent thinking but were not overly burdensome at any one



time. No term papers were given but the regular work and tests were thoughtfully corrected and handed back. Exams covered the basic concepts of the course and the questions were limited only to material taken in class. They were clearly worded and tests involved a fair degree of reasoning, and were of suitable length. No take-home exams were given but there were unannounced quizzes almost daily, scheduled exams, and a comprehensive final. Students were aware of their grade standing and the criteria used by the instructor for grading were made clear at the beginning of the course. Class attendance and participation were extremely important as were outside assignments. Grades were decided on a strict percentage scale and most students received what they expected. The instructor showed excellent organization of content and preparation of lectures; the lectures themselves complemented assigned work, and held the interest of the class at all times while participation was still allowed for. A genuine interest in the students was apparent and they considered her an excellent and demanding teacher, one whom they would like to have again. The course was felt to be intellectually broadening and highly recommended.

## French 21 Intermediate French Marusha Smilyanich

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 19, Response 14

More than half of the students enrolled in this course were French majors. The text was found to be very clear and interesting; the assignments encouraged independent study while not being overburdening at any one time. No term papers were given, but it was felt that the work and exams were thoughtfully corrected, discussed, and returned, so that the students knew their standing grade at all times. Exams covered the basic concepts of the course but were not limited to only class discussions. They were clearly worded, of suitable length, not overly difficult, and required a fair degree of reasoning rather than mere memorization. There were no take-home exams; instead there were unannounced quizzes, announced exams, and a comprehensive final. Class attendance, participation, and outside assignments were extremely important. The lectures complemented the reading assignments, were well organized and interesting. The instructor was genuinely interested in the students, kept office hours, and encouraged student visits. She was felt to be a very good professor; the course itself was intellectually broadening, and highly recommended by most students. The only complaints were that it was definitely a very demanding course which required quite a bit of preparation. Almost all students would take another course from her however. As one student put it: "I loved every minute of it. Dr. Smilyanich is most intelligent, capable, and patient."

## French 21 Intermediate French Eva de Weydenthal

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 19, Response 13

This course was required in the college curriculum. The majority of the students rated the texts either good or very good; it should be noted, however, that on the intermediate level the choice of texts is determined largely by the department.

Students had varying opinions on whether or not the assignments and outside readings encouraged independent and creative thinking. Perhaps this could be explained in noting the nature of an intermediate course. The work load was generally considered to be good. Papers are not given; students thought that exams were carefully corrected and returned within a reasonable period of time. Most agreed that exams covered the basic concepts of the course, and were of suitable length and difficulty.

Students did not feel that criteria used in grading were made clear. Class participation was considered by nearly all to be important. Students did not seem to know whether they had been graded on a curve, or on a strict percentage basis. In general, students received the grade they had expected; those who

did not received a better grade than expected.

Most students rated Mrs. de Weydenthal good in organization and preparation of lectures; some noted her extensive knowledge of French culture and history. Students were not particularly interested in the course, largely due to the large amount of repetition and memorization customary on the intermediate level. Some students felt that Mrs. de Weydenthal was interested in them; others did not. Some students noted that Mrs. de Weydenthal was not familiar with American methods of teaching, and suggested that she would do better with advanced level courses.

## French 23EX French Conversations Ann Marie Poinsette

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 19, Response 5

The Conversation Course is required for all French majors in the Freshman year and also for all proposed Angers students. Class participation is extremely important, requiring a certain amount of knowledge of the assigned readings and the vocabulary and grammar used. Unannounced quizzes were given periodically and the grades were returned as an indication of one's grade in the course, which was on the strict percentage basis. A final, oral exam was given involving a synopsis of one of the stories read during the semester. It was comprehensive in that the student made use of all knowledge of vocabulary and grammar in preparing it.

The students found Mrs. Poinsette to be an excellent teacher who presented the material clearly and added to the discussion greatly with her own knowledge and personality. The class fostered creative thinking and was generally considered very interesting. The teacher showed an interest in the progress of each student.

## French 23EX French Conversation Marusha Smilyanich

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 27, Response 7

This course is offered to French majors and proposed Angers students. It is designed to develop one's proficiency in the speaking and comprehension of the French language. Participation in class discussion was found to be particularly important and it fostered a certain amount of creative thinking and varied viewpoints. Grading was based primarily on this discussion and also on the comprehensive oral final.

Mrs. Smilyanich's development and organization of the material covered was very good and she added much with her own knowledge. She showed an interest in the students and their ideas. She helped to make the class interesting and enjoyable, and on the whole, a very profitable experience.

## French 99EX French Classics Sylvia Dworski

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 7, Response 7

Because of the small size of the class, the students found the course to be relaxed and informal, along the lines of a seminar. The course was taken on a pass-fail basis, which also eliminated a certain amount of pressure. There were no term papers, but short papers concerning the material covered were required. No unannounced quizzes were given, and scheduled exams covered the basic concepts of the course, involving a fair amount of reasoning and general understanding of the topic. Two final, noncomprehensive exams were given.

This type of class fostered much discussion on the part of the students, and they found that class participation was important.

The work load was reasonable, and the texts used were very interesting. Miss Dworski brings all her experience, knowledge and personality into the course. She is extremely interested in her students, both personally and academically. On the whole, the course was stimulating and allowed for much creative thinking. It was taken by non-French majors for enjoyment and appreciation, and was an excellent means of keeping up one's French.

## French 101EX Modern French Readings

Anne Marie Poinsette

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 7, Response 4

The students found that diligence was required and expected of them for this course. As a literature course they felt it was excellent and Mrs. Poinsette's personality and enthusiasm for the material greatly added to the benefits of the course. Her extensive knowledge aided her in giving an excellent analysis of the required readings and explanation of the grammar involved.

Class attendance and participation in the discussions are particularly important. The discussions were stimulating and open to a variety of viewpoints. Grades were based on a strict percentage scale taking into consideration class participation and the results of quizzes and exams. The tests covered the basic concepts of the course and called for a general understanding of class and outside work. Unannounced quizzes were given about once a week. And a comprehensive final was also given.

## French 103EX Readings in French Literature I

Sylvia Dworski

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 4, Response 4

The majority of the students thought that the text for the course was excellent. No term papers were given in this course, but shorter papers which were given were thoughtfully corrected and returned within a reasonable amount of time.

The exams covered the basic concepts of the course pertaining to material discussed in class as well as outside assignments. The questions were clearly worded and elicited reasoning rather than mere information. The exams were neither too long to be finished in a class period nor too difficult for the level of the class. Graded exams were returned to the students. Take-home exams and unannounced quizzes were given occasionally. Enough time is given before announced exams for adequate preparation. A final exam is given, but it is not comprehensive.

The instructor makes her grading criteria clear at the beginning of the course. Class participation, outside assignments, and attendance are all extremely important.

Some of the students thought that Miss Dworski's course was well-organized. Some students thought that her lectures were fair (one student did not think that Miss Dworski lectured at all); but some students thought that the preparation of Miss Dworski's lectures was good to excellent. The students felt that the lectures did a fair to good job of complementing the readings. All the students thought that Miss Dworski did a good job of holding their attention, and two students thought that if she had not spent too much time on some topics the class would have been more interesting. Opinion was varied about class discussion — some students thought that it fostered creative thinking, and some students did not think so. Most of the students thought that Miss Dworski was interested in them and that she was easy to see if they needed to see her. All of the students except one said that they would take another course from Miss Dworski. Opinion about her ability as a teacher ranged from fair to excellent. All of the students thought that the course did a good job of broadening their intellectual development, and all of them said that they would recommend the course as good to other students.

## French 106 Advanced French Conversation

Gail Martin

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 4, Response 3

Three students responded to this questionnaire. One was a French major who took the course as an elective in the major, and two were nonmajors who took the course on an elective or a pass/fail basis.

Most students rated the textbook as poor, and they thought that the assignments were poor as well. They thought that the work load was fairly well distributed. No term papers were given, but the students thought that Mrs. Martin did a good job of returning other papers and correcting them. The exams covered the basic concepts of the course, both the material assigned outside of class and that covered in class discussions. Most students felt that the exams involved mere memorization, that they were too long and too difficult. (The sole French major did not agree with the rest of the students.) The exams were handed back to the students. Take-home exams were not given, but unannounced quizzes were. Enough time was allowed to study for scheduled exams. The final examination was comprehensive.

The students felt that the grading criteria were made clear. Class participation was extremely important, outside assignments were important, and attendance was extremely important.

The organization of the course was rated from poor to excellent. The preparation of the lectures was good, but they did a poor job of complementing the assigned readings. The class was poor or fair with respect to holding the students' interest. The major in the course felt that too much emphasis was placed on grammar and not enough on conversation. The class discussions were rated as poor or fair. The students felt that Mrs. Martin showed poor or good interest in them. The students said that they would not consider taking another course from Mrs. Martin, and they rated her as a poor or fair instructor. They all said that it was poor to the extent that it served to broaden their intellectual development, and they would recommend the course as poor to other students.

## French 151EX French Phonetics

Gail Martin

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 4, Response 4

Half of the students rated the text as fair and the other half as good. Half of the students felt that the assignments were fair with respect to encouraging independent and creative thinking, and the other half felt that they were not relevant to encouraging independent and creative thinking. All the students thought that the work load was good. No term papers were given, but other papers were thoughtfully corrected and returned.

Examinations covered the basic concepts of the course, both material discussed in class and assigned to be done outside of class. The questions were clearly worded and involved a fair degree of reasoning. The exams were neither too long nor too difficult, and they were handed back to the students. No take-home exams or unannounced quizzes were given. Announced exams were given, and enough time was allowed to prepare for them. A comprehensive final was given.

The criteria for grading were clearly explained at the beginning of the course. Class participation, outside assignments, and attendance were important or extremely important according to the students. Half the students thought that a strict percentage system was used, while the other half thought that they were curved.

The students felt that the organization of the course was fairly good. Preparation of the lectures was rated from good to excellent. Half the students felt that they were fair with respect to complementing the assigned readings, and the others rated them as good and excellent. The class was fairly interesting. Class discussions were fairly interesting. Half the students felt that the amount of interest showed by Mrs. Martin was fair, the

others felt that it was good. All the students except one rated the quality of Mrs. Martin as fair, although all the students except one said that they would take another course from her.

Opinions about the extent to which this course served to broaden intellectual development varied from poor to good, with one student saying that it was not relevant to her intellectual growth. Half of the students said that they would recommend the course as good, and the other half said that they would recommend it as fair. One student commented, "Although phonetics is a rather dry subject and would be of interest only to majors probably, it was helpful to me, and I feel that I learned a good amount."

## French 153EX Age of Enlightenment Suzanne Corbett

### INSTRUCTOR'S SYNOPSIS:

The purpose of the course is to study the main currents of the eighteenth century, the thought and the influence of this thought, through some of its most representative authors: Montesquieu, Voltaire, Diderot, and Rousseau.

### STUDENT EVALUATION:

#### Enrollment 12, Response 11

Eleven students responded to this questionnaire. Nine were French majors who had elected the course in the major or who used it to satisfy one of the requirements in the major sequence. Two students who major in Humanistic Studies took the course on an elective basis.

The majority of the students thought that the text was excellent, while others thought that it was very good. Opinion varied about assignments and the work load. Some students thought that the assignments did a poor job of encouraging independent thought, while others thought that they did a fair to very good job. The distribution of the work was rated from fair to excellent. Term papers were not given, but the shorter papers which were given were usually thoughtfully corrected and returned within a reasonable amount of time.

Most of the students thought that the exams covered only the basic concept of the course and particularly only material covered in class discussion. All of the students thought that the exam questions were clearly worded, but some of them felt that the exams involved mere memorization rather than reasoning. Almost all of the students felt that the exams were neither too long nor too difficult. Graded exams are handed back to the students. Take-home exams and unannounced quizzes were not given. The only exam in the course was the final which was announced early enough to prepare adequately and which was comprehensive.

Half of the respondents felt that the teacher made her grading criteria clear at the beginning of the course; the other half did not. Most students felt that class participation was either important or extremely important and that attendance was important or extremely important. Opinions varied widely concerning outside assignments — some students felt that they were of little importance or did not apply in determining the grade, while other students felt that they were either important or extremely important. Most students thought that grades were determined on a strict percentage basis, although some felt that they were curved, and one student felt that both methods were true.

The organization of the course was rated from fair to excellent, with most students rating it very good. Most students said that the preparation of the lectures was very good or excellent. A large number of students said that the lectures merely repeated the assigned readings. Most of the students said that the course was only fairly interesting, and they cited Mrs. Corbett's insistence on pat answers as the major factor which deadened interest in the class. One student commented that there was no room for creativity and original thinking on the part of the student. Most of the course consisted of feed back. Class discussions were rated as poor for this reason — a variety of viewpoints were not presented. The students felt that Mrs. Corbett showed a good amount of interest in them, and some students felt that she showed more interest than many professors. Half the class said that they would take another course from

Mrs. Corbett. Mrs. Corbett was rated from a poor to an excellent instructor, with the majority rating her as good. The course itself was rated from good to fair to excellent — most students thought that it was fair or good in terms of promoting intellectual development. The students said that they would recommend it to other students as fair to excellent — most students recommended it as fair. One student remarked that the solid, basic facts of 18th-century literature were presented, but that the course did not foster intellectual development because creative thinking was not permitted to be expressed.

## French 158 Special Studies Marusha Smilyanich

### NO INSTRUCTOR'S SYNOPSIS SUBMITTED

### STUDENT EVALUATION:

#### Enrollment 12, Response 10

Every respondent thought that the assignments were excellent in terms of creative and independent thinking. Most of the students felt that Mrs. Smilyanich did an excellent job of spreading the work throughout the semester. Term papers were not given, but the shorter papers which were assigned were thoughtfully corrected and returned to the students within a reasonable amount of time.

Examinations cover the basic concepts of the course, both the material covered in class discussion and material assigned to be done outside of class. The exam questions were clearly worded, and the exam involved reasoning rather than mere memorization. The exam was neither too long nor too difficult. Since the only exam was the final it was not handed back to students unless they specifically requested it. Neither take-home exams nor unannounced quizzes were given. Sufficient time was given to prepare for the final exam which was a comprehensive examination.

Students were divided as to whether the grading criteria were made clear. They all felt that class participation was important or extremely important. Most students said that outside assignments were extremely important but that attendance was not that important.

Every student except one said that Mrs. Smilyanich did an excellent job of organizing her course. Every student said that the lectures were excellent, the preparation was obvious and it complemented the assigned readings. Every student rated the class as excellent with regard to holding student interest. Class discussions were rated from good to excellent — most students thought that they were excellent in promoting the presentation of a variety of viewpoints and creative thinking. Every student except one said that Mrs. Smilyanich's interest in her students was excellent. Everyone said that she would consider taking another course from Mrs. Smilyanich. Each student who responded to the questionnaire said that Mrs. Smilyanich was an excellent teacher.

Almost every student said that Mrs. Smilyanich's course was excellent with regard to broadening intellectual development and that they would recommend the course to other students as emphatically excellent.

Almost every student added glowing comments to their evaluation of Mrs. Smilyanich and her course. "Anything Mrs. Smilyanich teaches will be excellent, especially in the 20th century . . ." "She is a very difficult teacher, yet fascinating, interesting, challenging, and fair." "Madame has the indefinable quality which makes her one of the best teachers I have had. She is an intellectual, an actress, a charming woman and a teacher all at the same time. She is an experience which has made my being at Saint Mary's worthwhile."

## German 1 Introductory German Bettina Horten

### INSTRUCTOR'S SYNOPSIS:

Contents: This is the course for beginners of German and accordingly there are no prerequisites. Emphasis is placed on forming a solid base in grammar, developing the ability to speak

and understand basic German, and attempting a correct pronunciation.

Presentation: Most of the time in class is spent with drills and discussion of grammar. The weekly lab period is used for drills and pronunciation exercises, also to show films and slides. The cultural aspects introduced by the book are discussed further in class.

Organization: Written tests occur almost weekly, oral tests once a month. Grades are based on class work, tests, and the final exam.

#### STUDENT EVALUATION:

Enrollment 40, Response 32

This teacher and course received a very good recommendation. The course development and presentation were very well prepared and most of those who responded felt that it was a profitable learning experience. The class tended to become boring because of the repetition found in a grammar course. The teacher, however, made every effort to help her students master the content. The texts used were very good, but the assignments were often too long. The exams covered the main concepts, but were occasionally unclear and too long to be finished in the time allowed. Only announced exams were given, and the final was comprehensive. The corrected papers were returned to the students. Most of those who responded said that the grading criteria were not clear. The biggest complaint was that the teacher did not understand the school's grading system. She was an extremely hard grader and did not realize how much a "C" weighted against the student. Class attendance and participation were very important. The grading was done on a strict percentage basis.

## German 51 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 Kaln, *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, attendance are considered in grading.

#### STUDENT EVALUATION:

Enrollment 22, Response 18

This course and teacher were rated only "fair." The class was a combination of lecture and class recitation. The lectures were fairly well presented and Mrs. Otter showed a real interest in her students. However, many of the students found the class quite boring, and due to the emphasis on grammar, very repetitious. Over half of those responding said they would not take another course from this teacher.

The texts were very good and the assignments and work load reasonable. The exams required merely the memorization of facts, but several students noted that this was understandable in view of the type course it was. Exams and papers were thoroughly graded and returned to the students. Grading was on a percentage basis. Attendance, participation and completion of assignments figured highly in the grade.

## German 111 Readings in German Literature II Frida Grosser

#### INSTRUCTOR'S SYNOPSIS:

*German 111* (Readings in German Literature II). This is the first semester of a survey course, designed for advanced students, to deepen their comprehension and appreciation of German literature from about 1775 through the present day. The first semester should cover Storm and Stress, Classicism, Romanticism, and Realism. Emphasis is placed upon viewing literary works as a significant aspect of a given cultural situation, involving not only all the other arts produced at that time and place, but also the social conditions, historical processes, religious, philosophic, and scientific ideas then current. In addition, literary works are also viewed as the personal expression of an artist who exists both as an individual and as a member of a cultural community. Contemporary implications contained in great works of the past are also stressed whenever possible. Another aim of the course is to help the student expand her capacity for making valid aesthetic judgments in literature.

This course is conducted in part through lectures, but also in part through seminar-type discussions. The texts used are: Walter Clauss, *Deutsche Literatur* (Schulthess & Co.); *Der Strom*—vol. 8 (Pädagogischer Verlag Schwann), containing poems by Goethe, Schiller, Novalis, Hölderlin, Brentano, and Eichendorff; and Feise and Steinhauer, *German Literature Since Goethe* (Houghton, Mifflin & Co.), containing poems by Heine, Mörike, Droste-Hülshoff, Storm, Keller, C.F. Meyer, and others; as well as excerpts from essays by Hegel, Ranke, Schopenhauer, Feuerbach, Bismarck, and others; and the following complete works: Grillparzer, *Der Traum ein Leben*; Hebbel, *Maria Magdalena*; Stifter, *Brigitte*; Storm, *Draussen im Heidedorf*; Keller, *Kleider machen Leute*; Meyer, *Das Leiden eines Knaben*; Fontane, *Irrungen Wirungen*. This year, because of the performance of the Westdeutsche Tourneetheater here, Kleist's *Der zerbrochene Krug* was read instead of Gotthelf's *Elsie, die seltsame Magd*, also contained in this work.

Students are required to submit one brief written report weekly, and one oral report about every other week (both in German). The final exam contains a section for objective replies and two questions that require an essay-type answer. Active participation in classroom discussions is an essential part of the work. Since the entire course is conducted in German, a certain mastery of that language is a necessary prerequisite. This course is open to students who have successfully absolved a good intermediate course or its equivalent.

#### STUDENT EVALUATION:

Enrollment 4, Response 4

This course was a major requirement for all the students who took it. The teacher and the course were rated as excellent. Lectures were well organized and the material was presented in a clear manner. Students were in agreement that the texts used in the course were very good. Assignments definitely encouraged independent and creative thinking. The only complaint was that the work load was too heavy.

The final was the only exam given in the class; students thought that it was clearly worded and suitable in length and difficulty for the level of material covered. It required reasoning rather than mere memorization.

The grading scale was not made very clear to the students, although some of them said it was done on a curved scale. Therefore, class participation, attendance and assignments were considered very important. All of the students received the grade they expected and would consider taking another course from Mrs. Grosser.

## German 155 Era of Goethe and Schiller Frida Grosser

#### INSTRUCTOR'S SYNOPSIS:

*German 155* (The Era of Goethe and Schiller). This is the first semester of a course for advanced students, designed to deepen their comprehension and appreciation of German literature from about the middle of the eighteenth to the first third of the nineteenth century. The first semester should cover the



## ANN MARIE POINSATTE

For students of French, and Francophiles in general, the *energy cult*, a recurring theme in the literature of France, is a very familiar element. Most French students at Saint Mary's College would certainly agree that Dr. Anne-Marie Poinatte of the Modern Languages Department personifies this ideal. Her philosophy of education reveals a personality fired by a tremendous energy and enthusiasm. She's kinetic and it's contagious. Mrs. Poinatte feels that the professor's role in the teaching-learning process is to instill in the student an excitement for the subject, and a curiosity to know more about it. "The best teacher," says Mrs. Poinatte, "is one who incites the student to investigate more closely." It is very important that there be an exchange of opinions in class; no student should be satisfied to absorb teachers' interpretations passively. Research papers, which must necessarily entail understanding the course work as well as consulting the major critics, are valuable only insofar as they demand original critical thought. "If not, they are useless."

"Language should be studied for its humanistic value," insists Mrs. Poinatte. Too often, she feels that a utilitarian attitude is taken toward language courses. The study of languages is of great literary and philosophic value, and should be recognized as such. Mrs. Poinatte has always been one of the foremost advocates of the pass fail program at St. Mary's. "It encourages students to take courses in French that they would otherwise never take." Admitting that modern language teaching is a costly operation, Mrs. Poinatte states that she would be in favor of a merger of the modern languages departments of Saint Mary's and Notre Dame. "The two departments have very different outlooks. There would be many technicalities to overcome, but I have no doubts that the two would complement each other very well."

Asked what suggestions she might have for the

future of Saint Mary's, Mrs. Poinatte replied that she really had no particular suggestions. She feels that the direction in which the college is to move must first be more clearly defined; the initial steps in this endeavor must be taken by the college administration. Personally, Mrs. Poinatte very strongly favors the maintenance of Saint Mary's autonomy. She explains this by saying that the benefits now being reaped from the co-exchange program would be lost if Saint Mary's were to accept an all-out merger. "For instance, the science departments of the two schools operate on very different bases; Notre Dame is oriented toward research and large-scale projects, whereas Saint Mary's specializes in science education. It would be to no one's benefit to lose the educational aspect of the science program through a merger."

Mrs. Poinatte did her undergraduate studies in French at Paris. She holds a master's degree in English from Notre Dame, and a doctorate from the University of Chicago in French Renaissance. She has done extensive work in the Spanish literature of the baroque period, and has also developed a strong field in modern French theater in which she taught a course this past semester.

Asked about her outside interests, Mrs. Poinatte smiled and replied that her husband (Dr. Charles Poinatte of the Saint Mary's History Department) and their three children account for many hours' activity. Academically, Mrs. Poinatte has recently collaborated with her husband on his course in Renaissance and Reformation history. She intends to be writing for publication this summer when she will have a little more free time.

Experiencing Mrs. Poinatte as scholar gives you a profound insight into the exciting discoveries to be made in the liberal arts. Experiencing her personality, you come away with a new vibrancy infused into your thinking that lightens even the most pessimistic of considerations.

rebirth of German literature in the Age of Enlightenment and the works of Lessing and Goethe up to about 1800. Emphasis is placed upon viewing literary works as a significant aspect of a given cultural situation, involving not only all the other arts produced at that time and place, but also the social conditions, historical processes, religious, philosophic, and scientific ideas then current. In addition, literary works are also viewed as the personal expression of an artist who exists both as an individual and as a member of a cultural community. Contemporary implications contained in great works of the past are also stressed whenever possible. Another aim of the course is to help the student expand her capacity for making valid aesthetic judgments in literature.

This course is conducted in part through lectures, but also in part through seminar-type discussions. The texts used are: Walter Clauss, *Deutsche Literatur* (Schulthess & Co.); Fleissner, *Der junge Goethe* (Houghton, Mifflin & Co.); Lessing, *Minna von Barnhelm*, *Emilia Galotti*, and *Nathan der Weise* (all three in the Reclam edition); Goethe, *Gedichte*, *Die Leiden des jungen Werthers*, *Faust* (all three in the Reclam edition), and others.

Students are required to submit one brief written report weekly, and one oral report about every other week (both in German). The final exam contains a section for objective replies and two questions that require an essay-type answer. Active participation in classroom discussions is an essential part of the work. Since the entire course is conducted in German, a certain mastery of that language is a necessary prerequisite. This course is open to students who have successfully absolved a good intermediate course or its equivalent.

**STUDENT EVALUATION:**

Enrollment 5, Response 4

All the students who responded rated this course in general as very good, and the instructor's style as excellent. The course is taught entirely in German, and as one of the students says: "It is helpful not only in learning the literature, but in learning to speak and write the language."

The only exam given was the final. Grades were based mainly on it, although class participation, attendance and outside assignments were also considered very important. Students would consider taking another course from Mrs. Grosser and recommend this one highly.

## Spanish 1

### Introductory Spanish

Marcia Ribera

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

**STUDENT EVALUATION:**

Enrollment 43, Response 21

Many of the students felt that this was a good course, but they also felt pressured by the amount of daily work necessary for this beginning course. Many were discouraged or afraid of the teacher even before going to class. It was felt that a teacher instructing beginners should have more patience.

Of those who responded, most agreed that the tests were long yet clearly worded and emphasized reasoning over memorization. Yet these tests were so long in being corrected and returned that the students did not profit from their mistakes.

Class participation, attendance and outside reading assignments were very important. Once again the students disagreed over whether grading criteria had been clearly established at the outset. At any cost, the students, for the majority, stated there was much too much work for a required course.

## Spanish 21

### Intermediate Spanish

Josephine Barallat

INSTRUCTOR'S SYNOPSIS:

The purpose of this course is to open the doors for the student to the culture and civilization of Spanish-American countries through their history, literature and art with spoken Spanish in class.

This first semester we emphasized the spoken language. The method used in class is "dialogue." The books used are: *Retratos*

*de Hispano-America* by Florit; *Del Solar Hispanico* by Del Rio.

Once a week, movies or slides are shown to help the student "to see" and "to hear" Spanish people on their land with their art, language and music. Once a week we have oral drills in class with the help of *Oral Spanish Review*, by Dalbor. Oral quizzes are given once a week. Several times a semester students give talks of 2 or 3 minutes about different topics related to the class. Grades are based on class participation, weekly quizzes and the final exam.

This course is going to be continued the second semester. Spain will be the topic. Written and spoken Spanish will be equally emphasized.

**STUDENT EVALUATION:**

Enrollment 18, Response 10

Most of the students felt Miss Barallat was a very good or even excellent teacher. The majority rated this course as very good. They evaluated the textbook as clear in presentation and apropos to course material. No term papers were given and the tests were clearly worded, emphasized reasoning over memorization, covered material met both inside and outside of class—although some felt they were too long.

The student disagreed over whether grading criteria had been clearly established from the outset although most students received the grade they expected. Class participation, attendance and outside reading were considered important.

## Spanish 21

### Intermediate Spanish

Sister Eleanor O'Kare

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

**STUDENT EVALUATION:**

Enrollment 22, Response 15

The majority of those responding rated the course as a good broadening experience, both culturally and historically, but because of this fact, many students felt left out because of their own deficiency in speaking Spanish. They evaluated the textbooks as clear in presentation. On the whole, students felt that the tests were clearly worded, emphasized reasoning over memorization, covered material met both inside and outside class, were of suitable length, thoughtfully corrected, and returned in a reasonable period of time.

Students disagreed over whether grading criteria had been clearly established from the outset, although most students received the grade they expected.

Students considered the instructor's lectures well-organized and prepared, although many students felt the class was boring because of the lack of class discussion, they appreciated her interest in them, her availability for outside help and personal guidance.

## Spanish 21

### Intermediate Spanish

Isis Quinteros

INSTRUCTOR'S SYNOPSIS:

According to the general objectives of the Department, this course (2 semesters) is oriented toward the basic aspects of the Spanish and Latin American culture (history, geography, literature, art, traditions, etc.). We hope that the student will broaden her comprehension and means of communication with cultures beyond the frontiers of her own country.

The requirements of the course demand constant dedication on the part of the student. Every new lesson must previously be studied by the student for the purpose of the class discussion. Most of the lessons are complemented with movies, slides, music and recordings of the authors covered in the course.

Quizzes are given every 2 weeks. They consist of recordings made by the student in the lab. With this method, the oral practice is intensified. However, the instructor is not able to point out every fault to the student. The final grade for the course is determined by quizzes, class participation and final exam.

Intermediate Spanish, according to the student's previous background in the language, is divided into 4 sections. Since the 4 sections have a similar program, the student with a limited background will encounter the greatest difficulty.

Texts: *Retratos de Hispanoamerica*, Florit, Patt.; *Oral Spanish Review*, Dalbor; *Del Solar Hispanico*, Del Rio; *Imaginación y Fantasía*, Yates.

STUDENT EVALUATION:

Enrollment 49, Response 31

Many of the students felt that this language course was much too difficult for a required course. One student felt the communication was very poor in the class, and that the attitude of the students on the whole was one of indifference.

The tests were oral; some quizzes (about 3) were given, with a comprehensive final exam. Class participation and attendance were important, yet outside assignments seemed of little importance.

One girl felt that the teacher might have been better and more stimulating in another course, but this class "was pretty much of a drudgery and one was obliged to memorize to attain good grades." In conclusion, the majority felt this was much too difficult for a required course.

## Spanish 23 Readings and Conversation Josephine Barallat

INSTRUCTOR'S SYNOPSIS:

This course is to be a complement of Spanish 21 in order to give the student interested in Spanish another opportunity to develop her ability in the spoken language through "Readings and Conversation."

Since the background of the students was so unequal in my class, we had to divide it into two sections. We met once a week. The participation was very intensive because the number in each section was small.

In the lower group we used a book with a series of short stories by Spanish-American writers: *Imaginación y Fantasía* by Dalbor. With the more advanced group we used some of those short stories and some Spanish plays which were shown in the first semester.

Grades were based on: 1) class participation; 2) final exam which is a given topic that the student develops orally.

STUDENT EVALUATION:

Enrollment 8, Response 6

A truly great teacher and course are indicated by responding students. Miss Barallat organized the classes well and obviously prepared for each class. The class was mainly discussion; and since abilities in Spanish were so varied, she divided it into different classes. The students really appreciated this considerate action of Miss Barallat's.

There were only two oral exams and a final exam in the semester. The final was comprehensive. A term paper was not required.

Although not all students understood the basis on which they were graded, they all received the grades they expected. All students emphasized the importance of attendance and class participation. They found classes interesting and the discussions vibrant.

Miss Barallat has a large amount of interest in her students, and they would all consider taking another course from her. They considered her a great teacher and a remarkable person. They would recommend the course as very good and felt they learned much from it.

## Spanish 104EX Spanish Composition Maria Ribera

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 8, Response 6

The textbook used for this course was considered only adequate. Students found the work load unevenly spread through the semester, unduly pressuring them at times. Attendance was important and class participation was especially stressed as being essential.

The criteria for grading were not explained to the satisfaction

of most students. However, only one student received a grade that she didn't expect.

Exams were considered fair, covering the basic concepts of the course. However, two students felt the exams were too difficult. In addition, most students felt that the exams were not returned quickly enough and did not provide an indication of their standing grade in the class. The final was comprehensive.

An over-all rating of good was given Miss Ribera. Although the lectures were organized, the students found classes somewhat boring and felt they at times repeated material done outside of class. The students lacked enthusiasm for the course and teacher. The students felt Miss Ribera unreasonably demanded perfection, and she frightened them since they were not capable of this perfection.

## Spanish 111EX Modern Spanish Readings Josephine Barallat

INSTRUCTOR'S SYNOPSIS:

This course is based on the literature of Spain of the 18th and 19th centuries. We read several literary fragments, some novels and plays of those periods. Historical and aesthetic aspects were emphasized. The class was conducted through dialogue and discussions. We tried to expand on the writings in order to grasp the problems and the life of those centuries and to make them relevant in today's world.

Several book reports were requested as well as ten-minute talks about the books which were read. The final exam consisted of one or two essays chosen from several given topics. Grades were based on: 1) class participation; 2) book reports and talks; 3) final exam.

Books used were: 1) *Antología de la literatura española (II)* by Del Rio; 2) *El Si de las niñas* by L. F. de Moratin; 3) *Don Alvaro o la Fuerza del Sino* by El Duque de Rivas; 4) *Don Juan Tenorio* by J. Zorilla; 5) *Rimas y Leyendas* by G. A. Becquer; 6) *Misericordia* by Galdós. Since the course deals with Spanish literature, a good reading and speaking ability in Spanish is a prerequisite.

STUDENT EVALUATION:

Enrollment 8, Response 5

The class overwhelmingly rated both the teacher and the course excellent. Several students indicated it was their favorite course, finding it both stimulating and enjoyable. They felt Miss Barallat was sensitive to the subject material of the course, knowledgeable and an interesting teacher.

The criteria for grading were sufficiently explained at the beginning of the semester, but even so two of the students were surprised by their final grades. One expected a higher grade, the other a lower one. Attendance and class participation were considered relatively important. The textbook was good, and the work load was spread well throughout the semester.

Examinations were found to be fair, covering the basic concepts of the course. Dr. Barallat returned the exams in a reasonable length of time. A fair amount of reason was required by the tests.

Students found the discussions stimulating; the lectures well prepared and organized. In general, students found classes extremely interesting, and felt the course broadened their education.

The students would all recommend the course to others and would take another course from Miss Barallat. As one girl said, "I cannot praise this teacher and course enough."

## Spanish 150EX Latin American Fiction Isis Quinteros

INSTRUCTOR'S SYNOPSIS:

The program for the course consists of the study of some representative works of Latin American fiction, in which the complex realities of the continent (political, social, historical, etc.) are literally expressed:

Novela romántica: *María*, Jorge Isaacs

Novela de la pampa: *Don Segundo Sombra*, Güiraldes

Novela de los llanos: *Doña Barbara*, Gallegos

Novela de la selva: *La Voragine*, Rivera

Novela de la revolución mexicana: *Los de Abajo*, Azuela

The course covers some of the major modern short story writers (Rulfo, Droguett, Denevi, Marqués, Benedetti, Marínez Moreno, Fuentes . . .). Every work is discussed in class.

The students must submit 3 papers and take 2 written tests. In addition, they will be responsible for a one-period lecture about a major creative author of "La Vanguardia" in Latin American Literature:

*La Ciudad y Los Perros*, Vargas Llosa

*El Papa Verde*, M. Angel Asturias

*La Muerte de Artemio Cruz*, Carlos Fuentes

*Los Premios*, Cortázar

*Coronación*, José Donoso.

STUDENT EVALUATION:

Enrollment 6, Response 4

Work load and the textbook were considered appropriate for this course. The criteria for grading were explained at the beginning of the course, and each student received the grade she expected.

The exams were fair and announced early enough to provide for sufficient study. Basic concepts were covered. A comprehensive final exam was given.

Students had only praise for the quality of the teaching. Lectures were organized, obviously well prepared, and not repetitive. Classes were found interesting, and discussions were stimulating.

The students unanimously judged the teacher as excellent; the course as extremely valuable. They would all recommend the course as excellent and would all take another course from Miss Quinteros.

## Spanish 152EX

### La Comedia

#### Sister Eleanor O'Kane

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 5, Response 4

The textbook for this course was considered adequate. Students felt, however, that the work load was too heavy, and that the criteria for grading were never made clear by the instructor. Opinion on the importance of class participation and attendance was mixed. In addition to a term paper, several smaller papers were required.

The students found the final exam fair, covering the basic concepts of the course as taught by Sister. The final exam was the only exam given.

Students found the lectures lacking in organization, preparation, and originality. In addition, discussions were inadequate. Though the teacher was willing to help them, the students found both teacher and course unexciting. In general, they would neither recommend this course nor take another course from the same instructor.

# Music

## Music 3

### Survey of Music Literature

#### Monte Floyd

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 23, Response 19

Textbooks, assignments and the work load were usually good.

Exams were fair, clearly worded, and involved both outside reading (besides lecture material) and a fair amount of reasoning. Take-home exams were given, but only a fair amount of discussion and correction was involved. The final exam was comprehensive and required outside research.

Most students did not know, at first, what grading criteria were used. Grade emphasis must have been put on exams, since class participation and attendance were of little importance. There were no grades lower than a B, and this is what was expected.

The teacher's quality of organization was questioned; since Mr. Floyd didn't seem to value a music survey as effectually presenting a music course, he didn't know what to do with it. He was, however, very willing to take time outside of class to discuss music with the students. More reading and more class discussion were considered valuable in helping interest, because record listening became dull.

The course was praised generally as good and not difficult. Most students enjoyed the fact that there was no pressure on grades.

ligerly, to acquaint the student with selected works of music literature from all historical periods and in the various media, and to develop in the student an awareness of the place of music in the arts, and the influence of socio-cultural trends on music. Four hours weekly outside laboratory listening and attendance at three on- or off-campus recitals or concerts during the semester.

Actually, the course title, "Survey of Music Literature," is a misnomer. It is not a course which *surveys* music, but functions rather as an introduction to the materials and literature of music.

STUDENT EVALUATION:

Enrollment 71, Response 48

The text used in the class was very good. Assignments were good, and a good deal of creative thinking was needed. The regular exams were reasonable, however, the final was considered too difficult.

Grading criteria were made clear at the beginning. Class participation and attendance were not considered important; but outside assignments were. Mr. Miller's grading was strict percentage, but considered too high.

All teacher qualities were excellent, and students indicated that they would take another course from him. The teacher's enthusiasm along with his own personality could not be over-rated. His only shortcoming was the fact that the periods were not taken chronologically. Student interest was high because teacher interest was high.

It was considered to be an excellent course for nonmajors. The students really learned to experience and appreciate music.

## Music 3

### Survey of Music Literature

#### Franklin Miller

INSTRUCTOR'S SYNOPSIS:

The course is designed to introduce the nonmusic major to the phenomenon of music, to provide technical means by which the student can develop the ability to listen to music intel-

## Music 5

### Fundamentals of Music

#### Sister Margaret André Waechter

INSTRUCTOR'S SYNOPSIS:

This course is designed to furnish the student with general background sufficient for him to begin the study of specific



works or periods in music. It is an introduction to the basic principles of music, beginning with the basic elements of music notation.

The objectives are: (1) to increase the student's awareness of music; (2) to introduce him to the elements of music and to establish a vocabulary of elementary musical terms; (3) to develop the student's ability to identify the different timbres and to understand the capacities of the various orchestral instruments.

No student evaluation.

## Music 7 Theory I Monte Floyd

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 5, Response 3

The textbook was considered very good. Assignments were good and encouraged creative thinking. The work load was reasonably good.

Grading criteria were not at first declared by the instructor. Class participation and assignments and attendance were important. Grading was done on a curved scale; but the student could not understand what kind. Grades did turn out to be high; either a B or B+ was received. The final exam was a comprehensive take-home.

Teacher qualities produced a variety of responses, it was in general good. The teacher's field is composition, not theory, and this became more and more evident as the semester progressed. One student suggested that he would probably be a much better teacher in his own field. He is very open-minded and extremely liberal in his attitudes toward bringing contemporary art into a relevant position in modern society.

The course was evaluated as being very good and would be recommended to another student.

## Music 51 Theory II Sister Dolorosa Hipkind

INSTRUCTOR'S SYNOPSIS:

Techniques of the 18th-19th centuries. Correlation of harmony in four-part writing, keyboard harmony, ear training, sight-singing and diction. Continuation of Music 7-8 using triads, sevenths, diminished sevenths, ninths, elevenths, thirteenth; use of accessory tones, altered tones, altered chords, eight Church modes. Modulation for practical as well as theoretical purposes. Creative writing. Laboratory consists of ear training through listening to tapes. Meets five days a week. Four credit hours.

STUDENT EVALUATION:

Enrollment 7, Response 3

The text was regarded as poor. Assignments and outside reading were good; but seemed to students as of little help in later musical careers. The work load was considered fair. No term paper was given.

Corrected exams gave a good indication of the student's standing in the class. Exams did seem to be too difficult for the level of the material covered in class. Unannounced quizzes are given two or three times a semester. The final is comprehensive.

Grading criteria were not made clear, at first. Class participation, outside assignments and attendance all were considered extremely important. Sister's grading was a strict percentage. The average grades were low at first, and there was some confusion as to grades received, but as it turned out, the average grade was a C+.

Teacher's qualities were fair, but class interest was poor. Teacher interest in students was fair to poor. One girl commented, saying that she couldn't go to her for help.

The course served as only a fair broadening of intellectual interest and development. The course recommendation was fairly negative.

## Music 57EX Orchestral Instruments II Monte Floyd

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 6, Response 2

This course is a requirement in Music Education. The students felt that the work load, tests and grading were fair. However, the quality of teaching was rated poor. The instructor's competence in this particular field was questioned. His lectures, though sometimes interesting, exhibited a complete lack of thoughtful preparation.

## Music 101 Form and Analysis Franklin Miller

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 6, Response 3

This course, required for all music majors, was highly rated by the students. The work load was not stringent; but the students indicated that the material was more than adequately covered by stimulating lectures by the instructor and the ensuing excellent class discussions.

## Music 108dEX Music for Elementary Education Annette Floyd

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 52, Response 15

This course is a required one for all elementary education majors. The textbook was rated between good and fair. Most found the assignments only fair. The work load, however, was quite satisfactory. No term papers were given. The corrected exams were fairly thoughtfully gone over and discussed.

The exams cover basic concepts, class discussions and outside work. Questions are clear and involve a fair amount of reasoning rather than sheer memorization of facts. Sufficient time is allowed to study. The final exam is comprehensive. Many feel that the grading criteria are not made clear at the beginning of the course. Class attendance and participation are of little importance. Grading is on a strict percentage system. The overwhelming majority of grades were A's and B's. Most students feel that the material is not organized well enough and that lectures are prepared insufficiently. The lectures rarely do more than complement the reading, and class interest wavered because of this. Class discussions were repetitious of the book, mere feedback. The majority would not take another course from the instructor. Most felt that they benefitted very little from the course. It was rated fair.

## Music 113EX Contemporary Music Willis Stevens

INSTRUCTOR'S SYNOPSIS:

This is a general course, not particularly designed for majors, which attempts to lead the student to an understanding and enjoyment of twentieth-century music. It surveys the broad panorama of the contemporary scene and tries to assess the forces that have shaped the musical climate we inhabit today.

While there are no prerequisites, some musical background (or Music 3) is helpful. Listening to musical recordings is an essential part of the course. Two examinations and three short papers are required.

STUDENT EVALUATION:

Enrollment 4, Response 2

The students in this elective course, both music majors and

nonmusic majors, agreed in labeling it an excellent course. The work load, consisting of two short papers and an oral report, was spread throughout the semester and fairly graded. The final exam was cited especially as a good feature in the course: it was a single essay which could be developed in many ways. The students also indicated they would definitely take another course from this instructor, whose lectures exhibited both intelligent preparation and captivating presentation.

## Music 157-158 Music History Franklin Miller

### INSTRUCTOR'S SYNOPSIS:

(First Semester)

The history of Western music from pre-Christian times through the close of the Renaissance and the opening of the Baroque era, seen as a history of style emphasizing historical method and the place of music in general cultural history. Prerequisite: Music 7, 51, 101, junior standing, or consent of the instructor.

(Second Semester)

Continuation of History of Music (157), extending from the early Baroque period through the most modern developments

in 20th-century music. Prerequisite: Music 157, or consent of the instructor.

### STUDENT EVALUATION:

Enrollment 7, Response 3

This course is required for music majors. In general, the students' comments were favorable. The main complaint was that "not enough material was covered." All felt that the text was good and was augmented by interesting lectures, though the instructor sometimes got off the subject. However, good exams, fair grading and boundless enthusiasm on the part of the instructor led to general ratings of very good.

## Music 166 Diction for Singers Kathryn Valaske

### INSTRUCTOR'S SYNOPSIS:

This course is required for music majors in voice and is open to other voice students. It meets each semester: the first semester is devoted to Italian and French, the second semester to German, Spanish, and Latin. This course is not intended as a substitute for formal study of a language. It is solely concerned with the correct pronunciation in these languages through the aid of the International Phonetic Alphabet.

# Philosophy

## Philosophy 10A Introduction to Philosophy Joseph DiGiovanna

### INSTRUCTOR'S SYNOPSIS:

Philosophy 10A has the following objectives:

- (1) to show in an interesting way the relevance and importance of philosophy;
- (2) to develop the capacity to philosophize well;
- (3) to illustrate the wide scope of questions and problems raised by philosophy;
- (4) to introduce the student to a variety of areas and types of philosophy and philosophical methods.

The main areas of philosophy covered are philosophy of man, ethics and political philosophy.

The texts are all paperbacks.

Plato: *Euthyphro, Apology, Crito, Symposium*

Marx: *The Economic and Philosophic Manuscripts of 1844*

Freud: *General Introduction to Psychoanalysis*

Sartre: *No Exit and Three Other Plays*

W. H. Auden: *The Living Thought of Kierkegaard*

Dostoyevski: *Notes From Underground*

Fletcher: *Situation Ethics*

Class participation is expected and a significant portion of the grade will depend on it.

### STUDENT EVALUATION:

Enrollment 130, Response 99

This course is required in the college curriculum for all students. It entails a general study of several philosophers and their ideas. The students found the course very interesting and, in many respects, enlightening. The class was conducive to independent and creative thinking, even though this thinking was not always brought out by the students in class discussion.

The assigned readings were very good. The students found Mr. DiGiovanna's lectures most helpful in understanding some of the more difficult material. They felt his personality and

knowledge added greatly to the course. The class had a relaxed atmosphere, and it was evident that the teacher was enthusiastic about his subject. The work load was very good and did not put any unnecessary pressure on the student. The grades were based on three noncumulative exams and one book report. The tests called for a general understanding of the concepts covered in class. Mr. DiGiovanna is extremely interested in his students and their views.

## Philosophy 10A Introduction to Philosophy Robert Tolan

### NO INSTRUCTOR'S SYNOPSIS SUBMITTED

### STUDENT EVALUATION:

Enrollment 96, Response 64

This class followed the same general course of study as that of Mr. DiGiovanna and used the same materials. The grading system, based on the tests and book report, was also similar. Mr. Tolan's lectures were very well organized and his explanations of the readings showed his knowledge and enthusiasm for the subject. His students were particularly appreciative of the ditto sheets which he made available and which summarized all his lectures and the class discussions.

Mr. Tolan showed particular interest in the students and their opinions. He attempted to draw the students out and encouraged them to express their ideas. While class discussion was lacking at times, the course was found to be very stimulating. Although attendance was not mandatory, students rarely missed class.

About midway through the semester, Mr. Tolan and Mr. DiGiovanna switched classes for two weeks. Most of the students felt that this was beneficial in becoming accustomed to someone with a slightly different style of teaching. The students highly recommended both teachers.

Philosophy 50  
Nature and Its Causes  
Eugene Buckley

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 85, Response 54

Student reaction to the course varied because, as one student commented, "The students make the course for themselves." In general, the students felt that the course did not hold their interest and gave it only a fair recommendation.

Although Mr. Buckley was recognized for his philosophical knowledge, most students felt that he talked above their level, overemphasized the scientific aspect of philosophy and presupposed a substantial background in philosophy. Only seven out of the 54 who responded said that they would consider taking another course from the instructor.

The exams were criticized for their exclusive true-false format, for a lack of clarity in wording and for material too difficult compared to that covered in class. The choice of textbooks, however, received a favorable response due to the independent thinking that they stimulated.

Philosophy 50  
Nature and Its Causes  
Sister Miriam Ann Cunningham

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 78, Response 44

Although this course was rated fair by the majority of students, over one-third said they would consider taking another course from the teacher. Some students attributed the low rating to the subject of the course and its requirement in the college curriculum.

One student, however, who reacted favorably to the course, commented on the negative student attitude. "It asked students to think for a change and some students were not willing to accept that."

The textbooks were considered uninteresting and class discussions were only remotely concerned with the readings. A non-comprehensive final and two papers were given. Some students criticized the easy grading of the papers, saying that the satisfaction of getting an 'A' diminished when they discovered that over half the class had received an 'A', or an 'A—'.

Students found note-taking difficult because the teacher tended to drift off the subject or did not clearly or completely explain the material.

Philosophy 100  
Human Nature and Value  
Gerald Wahmhoff

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 87, Response 52

Human Nature and Value is a required course in the college curriculum. The emphasis of the course lay essentially with Fletcher's situation ethics, Johann's natural law, Dewey's pragmatism, and Sartre's existentialism. Other subjects were very lightly treated. The texts were selected from the writings of these authors. While some were good, others, such as Dewey's, were too difficult. The class was mainly lecture from notes, but class discussion was encouraged. Exams generally included the basic concepts covered in the class. Mr. Wahmhoff was careful about correcting and returning exams. The grade was determined by the tests and participation in a panel. The students objected to the reading of notes and material rather than a more casual presentation of lecture material. Students were impressed by his willingness to change the structure of the course in order to make it more intelligible.

Philosophy 100  
Human Nature and Value  
Sister Florian Weber

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 50, Response 32

The course is structured in such a way that the students are conscious of the radical difference between archaic man's value system and that of modern man. While archaic man considered human actions valuable if they imitated a divine paradigm, modern man with his awareness of history values the novel and irreversible creative act of freedom. The content of the course revolves around representative works of ancient, medieval, modern and contemporary philosophers. In these works the basic relationships of man to himself, to his fellowman, to the world, and to God are considered. Through a comparative study of selected works the students are made aware of the factors which brought about the reinterpretation of these various relationships. It is hoped that this experience will lead the students to see that this need for reinterpretation is an integral part of both individual and collective development. Shifts in value systems are fundamentally bound up with man's shift of self-understanding in terms of his basic relationships—this is the insight that the course aims to awaken within the students.

The fact that Human Nature and Value is a required course in the college curriculum may have prejudiced a number of girls against it, but Sister Florian seems to have been able to reach many of them. While most people considered the textbooks only fair in relation to the material, many found the class lecture and discussion interesting and stimulating. Class participation was considered fairly important even though it sometimes got caught up in trivialities. Grading was based on exams and a term paper; and the standards were high. Students were impressed by Sister's interest in the students and her willingness to repeat material as often as necessary. She was generally considered to be a very good teacher.

Philosophy 114  
Ethics  
Robert Tolan

INSTRUCTOR'S SYNOPSIS:

Phil 114 had as its aim to introduce the student to different ethical theories through the use of a book of readings: *Approaches To Ethics*. This constituted roughly two thirds of the course. The remainder of the course was given over to a discussion of ethical problems. One examination and one paper were required.

STUDENT EVALUATION:

Enrollment 6, Response 3

This is a survey course in ethical thought. The textbook was clear and well edited. The work load is well spaced and moderate. There was a midterm and a paper, but no final. The class encourages thought and discussion rather than memorization or note-taking.

The teacher holds the interest of the students through questioning and application of the material. He is interested in students and quite willing to spend time with them. Both the teacher and the course are highly recommended.

Philosophy 142EX  
Studies in Plato and Aristotle  
Sheilah Brennan

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 5, Response 5

This course was generally rated as excellent. The work load



## SHEILAH BRENNAN

"But she's so feminine" is frequently the bemused epithet in a student discussion of Mrs. Sheilah O'Flynn Brennan, Associate Professor in St. Mary's philosophy department. Not that femininity, per se, is always a surprise in a woman who teaches; but a teacher who combines an absorbing, highly disciplined interest in her field with her responsibilities as a wife and mother, always maintaining a demeanor totally feminine, does arouse bemused admiration.

Before getting to the epithet, some student comments have been as follows: "She's a thoroughly educated woman, and also completely a teacher, not a scholarly pedant." "Her enthusiasm is controlled; she maintains her distance from the subject matter; and so keeps the class from getting involved in irrelevant discussions." "Mrs. Brennan is a very affirmative kind of teacher. Rather than knock an answer down she will ask leading questions and help a student come to an understanding by herself." "She has a real interest that her students learn. If they miss an assignment one night, O.K., but they must show a real interest in learning."

Mrs. Brennan is herself reluctant to characterize her approach to teaching, as "it varies so much according to student response." But a clue can be discerned in her opinion of an ideal classroom situation. Since she feels that "teaching on the college level is taking along others on your adventures of discovery," Mrs. Brennan prefers small, seminar-type classes. There "a student can speak honestly and directly. Only in a small class is there a real encounter of minds." And she would like to see a number of these upper-division seminars on a pass/fail basis, "so we can make the exploration of the topic the center of attraction."

A teacher must never lose "a live, ongoing interest in his discipline," cautions Mrs. Brennan.

Research and publication are thus valuable, "even if the area of research is not accessible to the undergraduate," because "they do contribute to this *live* quality." In line with this feeling, she has asked for a leave of absence next year to further investigate process philosophy, and especially its main proponent, Whitehead. Previously, her research and publication interests have been in the field of nature, and also specifically the relationship between logic and metaphysics. She has a year of postdoctoral research at Oxford to her credit, done on a Woodrow Wilson grant immediately after she received her Ph.D. from Laval University in Quebec. Since then, she has developed an interest in Whitehead, and for two years has taught an upper-division, seminar-type class in process philosophy. Now she hopes to eventually write in that area.

Commenting on St. Mary's, Mrs. Brennan indicated that she would like to see "a larger number of students really dedicated to intellectual activity." Encouraged by the increase "even in the past five years, of the number of serious students," she still sees very few becoming "really dedicated to a field." Encouraging students to make such a commitment, Mrs. Brennan would urge, is at least partly the task of the faculty. Teachers can recognize those students who could absorb themselves in an intellectual pursuit, and "they should speak to the girls about it." Then, too, the college must build up a reputation "that will attract students of this type." Typically, Mrs. Brennan recognizes that "for a woman, a commitment of this sort involves a lot of problems." She, of course, has had to cope with these. But such difficulties can be resolved with no sacrifice in womanliness, and of this fact Mrs. Brennan is herself one of St. Mary's best examples.

was fairly heavy, but well-spaced. The class assignments were all primary sources. There was one exam paper which consisted of five short papers evaluating Plato and Aristotle. Grades are not important and almost irrelevant to the learning experience.

The teacher is not only extremely competent and well-organized but has an extensive and very obvious interest in the development of her students. In-depth thinking, discussion and questioning are well fostered. All the students recommend the course and the teacher highly.

One student commented, "Dr. Brennan has a unique teaching ability which enables her to draw the students' thought progression ever forward without allowing the student to become discouraged—even in the face of a quite sizeable work load."

## Physics

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### Physics 51EX Introduction to Physics Sudesh Bose

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 31, Response 9

The main method of presentation of the material was lecture. The students thought that the instructor organized the lectures well. She has a great knowledge of the material covered, but she did not communicate this well to her students. Her lectures were very repetitious of the material covered in the book.

The tests covered the basic concepts of the course. The students considered the tests very fair. Only announced tests were given. The work load was good. A comprehensive final exam was given. The students were not required to write a term paper.

The instructor did not clearly define the criteria for grading. A curved grading scale was implemented. She was very generous in her grading. The students felt that the course and the teacher were average. They were not enthusiastic about it.

### Physics 51EX Introductory Physics Zygmunt Karpinski

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 21, Response 18

Most of the students taking this course were either math or science majors. The main method of presentation of the material

### Philosophy 171 Contemporary Philosophy Sister Miriam Ann Cunningham

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 1, Response 1

Since only one student registered for the course, it was more of a tutorial than an organized class. The readings for the class are interesting and varied. The discussion between student and teacher was stimulating and creative.

"I would encourage students to study with Sr. Miriam Ann because she is a very interesting and interested tutor."

was lecture. The students thought the instructor organized his lectures well. They thought, however, that the lectures were very repetitious of the material in the text. The students felt the course did not cover enough material; the instructor constantly repeated the generally understood concepts of the course. He has great knowledge of the material covered in this course, but he could not communicate this well to the students.

Dr. Karpinski's tests covered the basic concepts of the course. The tests were very fair. Only announced tests were given. The work load was good. A final exam was given, but it was not comprehensive. No term papers were required of the students.

The students were unsure as to the criteria the instructor used in grading. Class participation and attendance were of little importance. The instructor was very generous in his grading.

The students felt that the course and the teacher were average. They were not enthusiastic about it.

### Physics 105 Modern Physics Zygmunt Karpinski

INSTRUCTOR'S SYNOPSIS:

The purpose of the course is the systematic study of electricity, magnetism, electromagnetic waves, and modern physics. The modern physics introduces the notion of quanta, Bohr theory of the hydrogen atom, the line spectra, and a new concept of electronic wave. The course is completed with the introduction of the new mechanics, called quantum mechanics or wave mechanics. In the laboratory the students get the knowledge of geometrical optics and learn by performing experiments.

## Political Science

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### Political Science 52 American Democracy Louis Tondreau

INSTRUCTOR'S SYNOPSIS:

This course attempts to give the student an understanding of constitutional democracy as it operates in the United States. To accomplish as comprehensive an objective as this one in one semester requires selectivity in the choice of subject matter and concentration on an irreducible core of facts about the philosophy, structure, powers, and mechanics of government.

Building on the idea that a constitution does not operate in a vacuum, but must be able to cope with changes within the spirit and tradition of democratic government, a dynamic approach is followed of analyzing ideals and theory in the cultural context of time, place, and situation.

An American should know why he holds certain views and the reasons must be sound and good. He should have the ability to make political decisions that reflect intelligent analysis and critical judgment, a competence which this course is intended to develop.

Grades are based on a combination of objectively and subjectively oriented exams with a stress on the student's ability to evaluate and interpret the relationship of ideas beyond the facts concerned. Briefs of important cases and/or reports on related outside readings also play an important role. Class participation is also considered within the limits imposed by the size of the section.

STUDENT EVALUATION:

Enrollment 64, Response 49

The majority of the students felt that this course was only

fair. The principles of American Government are presented as theory rather than in practical application. The text was quite good. Assignments were evenly spread throughout the semester. No term papers were given. Opinions were almost equally divided over exams. Most students agreed that they covered the basic concepts of the course, and that they involved reasoning rather than mere memorization, but the wording of exam questions and their difficulty in comparison to the level of class work was disagreed upon by students. No take-home exams or unannounced quizzes were given. Exams are announced early enough and graded and returned within a reasonable length of time. Class participation and attendance were of little importance. Lectures were well prepared, but poorly organized and presented badly, and often repeated assigned readings. As a result, many students felt that class was boring and tedious. Most students said that they would not take another course from this teacher. Mr. Tondreau knows his material well and is very interested in and willing to help his students, but his classroom presentation turns many people away from the course. He uses his own evaluation questionnaire each semester to try and improve the course for future classes.

## Political Science 52 American Democracy Stephan Wasinger

### INSTRUCTOR'S SYNOPSIS:

This course attempts, ultimately, to discover the possibilities for political action in a democratic republic as constituted in the United States by the Founding Fathers and as challenged by their modern opponents. The interest is not, therefore, primarily institutional, although a study of institutions will be presupposed. The assumption, however, is that institutions and administrative devices are only the means to the ends of a constitution, whatever these may be at any time. The study will ask, then, what are the important ends for which the American people constituted themselves; and what problems are inherent in this original attempt.

Because we suggest that it is only in the light of these goals and problems that one can understand the American political experiment, a major portion of our time will be spent studying the *Federalist Papers* which are a notable example of an attempt to articulate exactly what the American political experiment is meant to be.

There will be two short papers, two quizzes and a final examination. One of the papers will be a review of one of the books. This review should attempt to evaluate a commentary on American politics in light of the *Federalist Papers* and the discussions in class.

Grades will be determined objectively by the quizzes, papers and the final examination (30%). However, some consideration will also be given to such factors as class participation and extra work.

### STUDENT EVALUATION:

Enrollment 38, Response 22

Reaction to this course varied widely: some students called it "stimulating" but others characterized it as "boring." While exams covered the basic concepts of the course, they included material assigned as supplementary reading, hence they required reasoning rather than mere memorization. The majority of students thought the questions were clearly worded, of suitable length and not overly difficult in relation to the material. Most students agreed that the teacher did a very good job of correcting and returning papers and exams. Take-home exams were given and the final was comprehensive.

Although the majority of students were not certain of the criteria used in grading, it was generally felt that class participa-

tion, attendance and especially outside assignments were all important factors. There was predominant satisfaction with grades received.

In rating the quality of the textbook, students clearly voiced dissatisfaction, rating it as only fair. However, in evaluating the outside assignments opinions were almost evenly divided, running from "excellent" to "poor" with "good" receiving 10% more than the other four categories.

The majority of students rated this course in the good-very good range while the teacher rated good to fair. The most common complaint was that lectures were difficult to follow: some felt the lectures were not organized while others thought the material was too difficult for an introductory course. On the whole, however, organization, development and preparation of lectures were good.

The class and class discussions were fairly interesting and the teacher received an excellent to very good rating as regards interest in his students. Yet only half of the students who responded indicated they would consider taking another course from this teacher.

## Political Science 109EX Politics of Emerging Nations Louis Tondreau

### INSTRUCTOR'S SYNOPSIS:

This course of study is as new as the phenomenon of development and modernization in the nascent nations themselves. The study has as its objective a comparative analysis of the rich diversity of political systems in the Third World. Selected political systems in Africa, Asia, and Latin America, with an emphasis on French-speaking Africa, will be analyzed to establish their relationship to their total culture; to their public policy; and to their problems of modernization and development.

The strength of the course, its contemporary nature, is also its weakness in that there are as yet no time-tested institutional structures or models for these societies to emulate in the resolution of their characteristic and myriad problems.

The subject matter is at the initiative of the professor and at the initiative of the class, and invites the students' participation in its laboratory approach through reports on outside research.

The format of this course as described represents a new course orientation for the Fall Semester of 1969.

### STUDENT EVALUATION:

Enrollment 16, Response 10

This course was taken as a requirement by political science majors. The text was considered to be good in its interest and clarity, but the assignments rarely encouraged independent thinking. However the work load was not very burdensome as there was only one twenty-five-page paper and one test which was a comprehensive final. The exam questions covered the basic concepts of the course consisting of both material taken in and out of class. They were clearly worded and involved a fair degree of reasoning rather than mere memorization. The criteria used in grading were not made completely clear at the beginning of the course; students soon found, however, that class attendance and outside assignments were quite important for their percentage grades. They usually received what they expected. Although the organization of the content was good and the preparation of lectures apparent, students felt that the lectures themselves could have been more interesting and complementary to the assigned readings. Class discussions were generally good and presented a variety of viewpoints and creative thinking. The instructor showed a real interest in the students and encouraged office-hour visits. This course was thought to be good, but not dynamic, by most students.

# Psychology

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## Psychology 56 General Psychology Martin Bravin

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 35, Response 21

This is an introductory course taken as a requirement and as an elective. The students who responded either detested or loved this class. The format was mostly lecture. The lectures were interesting and well-prepared and usually held the students' attention. However, the development of the course was rated only "fair." The most common criticism was that the assigned readings were not mentioned in the lectures, although the tests covered only the readings. Those who enjoyed the course noted that it took some time to get on Dr. Bravin's wavelength, but when the effort was made, the course was very absorbing and profitable. Dr. Bravin was considered either "very good" or "fair." Half of the students said they would not take another course from him. The psychology course itself was recommended as "very good." Several students remarked that psychology received too little emphasis at SMC and that it should be required.

Assignments consisted of readings and a term paper. The exams were objective. Half the students said that the grading criteria were not made clear, but attendance and completion of the outside readings were quite important.

## Psychology 56 General Psychology Murray Salzman

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 71, Response 53

This was an introductory course taken as a requirement and as an elective. The course consisted of assigned readings supplemented by lectures. The opinion of the class about this teacher and course was very divided. Those looking for a solid basis in psychology were irritated because the lectures did not cover the readings. Some of the students felt that Salzman's personality really made this an interesting experience, but several felt that he could be a better counselor. Others, the majority, felt that the course was relevant not only to the work they were preparing for, but also because Mr. Salzman awakened a real sensitivity to people that extended outside the class situation. Mr. Salzman's personal concern for his students was very

evident. Several students felt that this was the best class they had taken at St. Mary's.

The assignments consisted of outside readings. There was no term paper. The completion of the assignments, attendance and class participation were considered very important. The exams covered material done in and outside of class. The exams were thoroughly graded and returned. The final was not comprehensive. The grading was on a percentage basis, but the individual was also considered.

## Psychology 106 Developmental Psychology I Sister Rita Mercille

INSTRUCTOR'S SYNOPSIS:

Infancy and Childhood with attention given to the patterns of growth and development with the application of recent scientific findings to the phenomena of physiological growth and change, maturation, socialization, and learning. Prerequisite: Psychology 56 or permission of the instructor.

STUDENT EVALUATION:

Enrollment 27, Response 14

There were no tests in this course with the exception of the final, although a project was required. The final was comprehensive and covered the main concepts of the course. Only one girl found the final too difficult compared to the level of the course. She also felt that parts of the exam were not worded clearly.

Most students did not know the criteria for grading, and four students received a grade different from that which they expected. Most students felt that attendance was of little importance, and that class participation was only of relative importance. Several students were bothered by the fact that they were never cognizant of their grades in the class due to the lack of tests during the semester. They were not fond of the textbook used.

The students felt that the lectures were excellently prepared and organized. They found classes interesting and discussions stimulating. All but one would take another course from Sister. Several felt she favored certain students.

In general, the students found the teacher and course excellent, and would recommend both to other students. As one girl said, "I have never been so challenged to work on my own . . . and never thought to watch the clock either."

# Sociology

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## Sociology 51 Social Problems Patrick Fontaine

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 45, Response 30

The teacher seemed to show a definite dislike for teaching this course, and students felt they did not have enough background in sociology to discuss the material. There was a definite conflict in the teacher-class relationship. The text was good, but needed a good deal of explanation. Mr. Fontaine showed a sincere interest in the students, but could not teach the basic concepts needed to discuss social problems in such a limited

period of time. The large size of the class was also a factor which limited discussion. Only midterm and final exams were given. Criteria for grading were made clear at the beginning of the semester.

## Sociology 51 Social Problems Sister Mary Alice Parsons

INSTRUCTOR'S SYNOPSIS:

The purpose of this course was to introduce the students to the problematic areas of social life within our society. In the process of studying these social problems there was an attempt

to provide the students with some familiarity with fundamental concepts of sociology.

Classes were conducted predominantly through the lecture method with whatever discussion was possible in relatively large classes.

Three tests and a term paper were part of the course. Grades were determined on the basis of these and the progress shown from the beginning to the end of the course as evidenced in test scores.

**STUDENT EVALUATION:**

Enrollment 113, Response 83

Both the course and instructor were excellent. The textbook was fair but the outside reading assignments were excellent additions. The class lectures were interesting for the most part, but at times dragged because of the material covered. The lectures were well presented and complemented by pertinent details, e.g., stories, experiences and people in general. Sister shows a genuine interest in her students and the subject she teaches. The exams cover the basic concepts and outside assignments. They are carefully graded and returned as an indication of the student's class standing. A term paper was given. Criteria used in grading are made clear at the beginning of the course. This course is highly recommended because of the excellence of the professor.

## Sociology 51 Social Problems Ruth Thome

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

**STUDENT EVALUATION:**

Enrollment 40, Response 32

This course received a poor rating from the students. The teacher's attendance was very irregular. The text, which was seldom used, was fair and no outside readings were given. A mimeographed outline was distributed at the beginning of the semester but never followed. Student panels were presented for most of the semester with little or no direction from the teacher. Class lectures, when given, seemed unprepared and disorganized. They tended to deviate from the main ideas and make no precise point. Discussions and exams covered what little material had been discussed in the first weeks of the semester, and the method of grading was very unclear.

## Sociology 109EX Social Psychology Ruth Thome

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

**STUDENT EVALUATION:**

Enrollment 15, Response 8

Choice of textbooks was generally rated fair. Encouragement for creative thinking was very good, and the work load was well distributed throughout the semester. However, there was evidence of poor preparation by the instructor; the lectures were very unorganized. The presentation of material was poor; this accounted for generally low student enthusiasm.

## Sociology 119 Sociological Theory Patrick Fontane

**INSTRUCTOR'S SYNOPSIS:**

This course explores the development of sociological theory through the first two decades of the 20th century. One of the difficulties with this task is to limit the content.

The point of departure for this course is the social philosophy of an "Enlightened" Montesquieu and the postrevolutionary writings of the Frenchmen Condorcet and St. Simon. The development of sociological theory is conceived as a laborious process of emergence from social philosophy. Early sociologists such as Comte and (depending upon your opinion) Marx attempted

to establish their philosophies, or ideologies, in concrete observations of a society. Later Durkheim, Simmel and Weber sought to derive social theories by systematically analyzing their observations.

It is difficult to identify and separate the several "schools" of sociology that appeared in the 19th century. Thus it is impossible in this synopsis to evaluate the significance of positivism, conflict theory, social organicism, social Darwinism and other "schools." This is the major task of the course. Each perspective had its influence on the development of sociological theory, and each school of thought influenced to some degree American sociologists in the early 1890's. American sociology owes much to the philosophies and theories of European social thinkers. However, the Americans adapted this legacy to their own unique social environment.

The semester ends with consideration of early American sociologists from the 1890's and the "social science movement" through 1918 when sociologists were cast adrift by the calamity of W.W.I.

**STUDENT EVALUATION:**

Enrollment 30, Response 18

Mr. Fontane's course on Sociological Theory seemed to hold the interest of students on a subject that is often considered rather academic. The textbook, assignments, and work load were rated as good. Exams covered the basic concepts as seen in class and in the assignments. Some exams were take-homes and the final was comprehensive. A term paper was included in the class work. Class participation and assignments were seen as important, but attendance was not. The criteria for grading were made clear in the beginning. One student stated that "the most serious defect of the course was the lack of organization. However, since a great deal of outside work was recommended and required, a great deal of thought could be put into the material. This more than compensated for the organizational defects." A senior said that it was the best course in academic sociology she had had yet. She rated Mr. Fontane as a true scholar.

## Sociology 119 Sociological Theory Anthony Ostric

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

**STUDENT EVALUATION:**

Enrollment 12, Response 6

Dr. Ostric's course on Sociological Theory was considered very good. Scheduled exams were given that covered the basic concepts as seen in class discussion and assignments. They involved a fair amount of reasoning. A term paper was optional and the final was comprehensive. The textbook, assignments and work load were good. Class discussions were fostered by the teacher's interest in the subject matter and his students. His exam corrections were thoughtful, and attendance was very important.

## Sociology 129 Advanced Social Problems John Kane

**INSTRUCTOR'S SYNOPSIS:**

The purpose of Soc. 129 was to provide a knowledge of theory, etiology and remedial measures of certain social problems and deviant behavior: population problems, mental illness, alcoholism, drug addiction, suicide, sex deviation, etc.

**Texts:**

Social Problems: *A Situational Value Approach*, J. Kane

Social Problems: *Persistent Challenges*, McDonagh & Simpson

Outside Readings on which separate essay tests were given:

*Narcotic Addiction*, Ausubel

*Women in Crime: Five Revealing Cases*, Tony Parker

Method was a combination of lecture and discussion. Films were shown on alcoholism, drug addiction (specifically LSD) and sexual deviance.



STUDENT EVALUATION:

Enrollment 43, Response 29

On the whole Dr. Kane's course on Advanced Social Problems was seen as good except for his dogmatic approach in class discussion and in testing. The exams were objective and composed of trivia which would never be helpful. They covered both class and outside material. Grades were based on percentages and the criteria were made clear at the beginning of the semester. There was no term paper. Material was organized, but classes consisted mainly in Dr. Kane's reading from the textbook which he had written. There was little class discussion, but attendance was important.

Sociology 131

Sociology of Social Welfare

Goldie Ivory

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 44, Response 26

Although Mrs. Ivory's textbook was considered poor, students rated the excellence of the course on the personality and experience that she brought into the classroom. One student described her as "one of the most fascinating and most interesting teachers I have ever had for a course." Her classes were well-prepared and class discussions were an important part of her class. When lecturing she drew not only from textbook and lecture notes but also from personal experience. Her exams were practical applications of all which "we had learned and discussed." The work load and assignments were good. There was no term paper and exams were quickly corrected and returned. They covered only material from class discussion. The final was comprehensive and grading was on a percentage scale.

Sociology 153

Nationality and Race

Sister Mary Alice Parsons

INSTRUCTOR'S SYNOPSIS:

In this course we concentrated on personal, social and cultural aspects of race and ethnic relations. There was emphasis on the social context and its role in intergroup relations.

Classes were largely lecture and discussion.

Several short papers and one of length were required. One oral test was given. Grades were based on the papers and the test.

STUDENT EVALUATION:

Enrollment 31, Response 18

Sister Mary Alice Parsons and her course on Nationality and Race were both rated very highly. One student suggested "that everyone try to take a course from Sister Mary Alice. She fosters deep class discussions and encourages creative thinking. She is the kind of teacher you don't mind working for because all the assignments are relevant and important." Another student said that her lectures were so well-organized and interrelated that there was little to restudy for the oral final. The work load was felt to be very fair consisting of two short papers and one long research project. The only exam was the oral final, but the papers were conscientiously corrected and promptly returned. Attendance was important for the discussion. Material for these discussions was from outside assignments.

Sociology 172

Sociological Research

Ruth Thome

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 15, Response 9

Research is required for all sociology majors. The text is adequate, the work load is not too heavy and is fairly well spaced. However, the assignments are not very stimulating.

Exams cover the basic concepts of the course and are discussed with the students. Instead of a final, there is a research paper. Grades do not result in much conflict, although there is confusion about the methods used by the teacher in grading.

Chiefly because of poor organization on the part of the teacher, the lectures and discussions fail to hold the interest of the students. The teacher is very willing to talk with students and help them in any way she can. However, the course itself did not really serve any intellectual function. "It was a poor course in preparing one for any type of advanced study," said one student.

Sociology 177

Collective Behavior

Patrick Fontane

INSTRUCTOR'S SYNOPSIS:

Collective behavior is often explained as activity generated by a "bunch" of individuals who are isolated from society and the functions of social institutions. This is not an accurate explanation. While it would hold for mobs, it would not always be relevant to publics or fads.

The purpose of this course is to examine collective behavior as a *response* to the societal environment. Social structure refers to positions defined by relatively stable social relationships within a cultural framework. With this reference, it is possible to nominally define collective behavior as "patterns of social action that are spontaneous and unstructured inasmuch as they are not organized and are not reducible to social structure."

Subjects included in this semester were advertising, crowds, mass communications, panics, publics, and riots. Quite significantly, the class came within two percentage points of predicting the final popular vote for President in the November 1968 election.

Small enrollment made it possible to organize this course as a seminar.

Course requirements include: several "assignments," a class project or term paper, a midterm examination, and a final examination.

NO STUDENT EVALUATION SUBMITTED.

The courses of the Notre Dame-St. Mary's Cooperative Department of Speech and Drama are evaluated in the Notre Dame section on page 72 of the book.

# Theology

## Theology 1 Contemporary Theological Questions Theodore Hengesbach

### INSTRUCTOR'S SYNOPSIS:

A study of selected key contemporary theological problems and questions. *A New Catechism* is the central required reading.

### STUDENT EVALUATION:

Enrollment 37, Response 17

The people in this class were both under- and upperclassmen taking the course either because it was required or elected in the college curriculum.

The class was partly lecture, partly discussion in small groups. Discussion being an important part of the course, reading and participation were also important even though attendance was never taken. There were four papers required during the semester, and then a project instead of a final exam. The course, at the request of the teacher, was pass/fail, probably a result of the fact that he was sick for a couple of weeks this semester.

A few students felt that Mr. Hengesbach was over their heads, but the majority thought that he was very good. He opened up many new ideas, and encouraged the students to think. Everyone said they would take another course from him again.

## Theology 9 The Crisis of Faith Helen Withey

### INSTRUCTOR'S SYNOPSIS:

This course was introduced in the fall of 1968 in the hope that it would provide a source of stimulation for students who are searching for a mature faith in the present evolving content and context of belief.

I would expect the student who has completed the course to have some insight into the meaning of faith in God and His revelation of Himself, and to see the relation of this faith to current theological developments. I would hope that the student has increased her ability to think logically, to write clearly, to speak intelligently and to grow in maturity. Particularly I hope she will enjoy one of the great rewards of extended vision: the awareness of what reality is ultimately like.

I expect regular class attendance. Quizzes are brief and about every two weeks. Papers are short essays of summary and of insight. I give one test a semester and one semester examination. Grades are based on all written work and class participation which together equal about two-thirds of the final grade. The final examination equals one-third of the final grade. The above is made clear to the students the first week of the course.

### STUDENT EVALUATION:

Enrollment 14, Response 10

The presentation of this course elicited mixed reaction from the students responding. Those who found the course unchallenging cited Mrs. Withey's lack of preparation for lectures and discussions. The bulk of the course consisted of articles from the *National Catholic Reporter* and other newspapers. Discussions tended to be superficial and unstimulating. As one student commented: "Mrs. Withey spent the whole class period trying to decide what to read in the NCR." Comments of those who enjoyed the course indicated that the readings oriented the course toward current theology.

Students rated Mrs. Withey as "open-minded." Responses to taking another course from her were evenly divided. Most of the students took the course to fulfill their theology require-

ment. Class participation and attendance are important. Term papers are not assigned.

## Theology 53 Mystery of Jesus Theodore Hengesbach

### INSTRUCTOR'S SYNOPSIS:

This course asks the question: Is Catholic-Christianity viable today and even into the 21st century? Four issues are considered: Ethics, Church, Jesus, Life in the World. Required readings: *Humanae Vitae*, *Situation Ethics*, *Art of Loving, I and Thou*, *Christian of the Future*, *Credo of the People of God*, *To Seek a Newer World*, the 4 Gospels and certain brief selections from Acts and the Epistles.

### STUDENT EVALUATION:

Enrollment 60, Response 30

Mr. Hengesbach's class was taken by both under- and upperclassmen who were taking the course because it was elected or required in the college curriculum. The class consisted of one lecture and one discussion each week. There were three papers due during the semester.

The books required for this course were: Fletcher's *Situation Ethics*, Pope Paul's Encyclical on birth control, Rahner's *Christian of the Future*, and Kennedy's *To Seek a Newer World*. Everyone thought they were very good books, except for one student who made the comment that this being a Catholic theology course on the Mystery of Jesus, she felt that books such as Kennedy's should never be included in the course. This is debatable.

The majority of students felt that he was a very stimulating teacher. He prepared his lectures well, and got across to the students the feeling, the spirit of the person Jesus. However, a few students felt that it was a much too superficial covering of the subject, that discussions in class jumped from one point to another, and that the teacher accepted all opinions equally, never helping the students to make fact-based decisions.

## Theology 53 Mystery of Jesus Helen Withey

### INSTRUCTOR'S SYNOPSIS:

Since the only God we know is Christ, I try to help the student know the biblical Christ and to realize that in her response to the needs, sufferings and joys of those about her she is doing her part as a redemptive other-Christ. I expect the student to know the New Testament Christ and the Messianic expectation of the Old Testament. I expect her to 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 to be able to relate the present emphasis on the humanity of Christ to the reform and renewal within the Church. I expect regular class attendance. Quizzes are brief and given about every two weeks. Papers are short essays of summary and of insight. I give one test a semester and one semester examination. 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.

### STUDENT EVALUATION:

Enrollment 51, Response 38

The presentation of contemporary theology is implemented in this course through the *National Catholic Reporter* and outside readings. Although cited for their relevancy, many of the assigned readings were never discussed either before or after

quizzes on the material. This critical lack of discussion on some issues was coupled with superficial treatment of other issues.

The final exam was based not on the pre-eminent current events, but on material covered in three or four discussions during the semester. Outside assignments are extremely important. There are no term papers.

To many students, the purpose of the course remained unclear. As one student commented: "Current events are interesting, but so is Jesus."

Rated higher than her course, Mrs. Withey is considered an "extremely fair" teacher, holding some of the "most modern views at SMC." The majority of students responding would take another course from her.

## Theology 107 Old Testament Studies Eileen Donohoe

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 10, Response 5

This course is a requirement for theology majors, but some students took it who were not theology majors.

The assignments for this course, including textbook used and work load, were excellent. Papers and exams were thoughtfully corrected and returned. No term papers were given.

The exams were clearly worded, covered basic concepts, required reasoning, were of suitable length and not too difficult. All exams were announced beforehand in plenty of time. The final was comprehensive.

There was some confusion over grades. Some thought the criteria for grades were made clear at the beginning; others didn't. Different things were important for different people for grades, but most reported that class participation, outside assignments, and attendance were very important.

Miss Donohoe got a unanimous report of excellent for her organization, class preparation, lectures that do not merely repeat assigned readings, interesting classes, creative discussions, interest in students outside of class, and overall teaching. No one would hesitate to take another course from her. The course greatly broadened intellectual development and all would recommend it highly to others.

One student's comment was, "Miss Donohoe's academic versatility, i.e., her broad background in literature, theology and philosophy, makes her lectures very enriching and substantial."

## Theology 109EX Church of the Apostolic Age Ralph Keifer

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 9, Response 4

This course was required for some; others elected it.

Evaluations of the textbook, assignments, and work load ranged from very good to poor. Three out of the four reported that a term paper was given. Papers were not thoughtfully corrected and returned and discussed within a reasonable amount of time. No exams were given, except the final which was a take-home paper and which was not comprehensive.

The students were confused about the whole grading system, including what was important and how it was done. They didn't know what to expect for the most part.

Lectures were poorly organized with little preparation. Although lectures sometimes did not merely repeat assigned material, interest in the class was lacking. Class discussions were fairly interesting, but most students would not consider taking another course from him. He was interested in his students and encouraged them to seek help outside of class if needed. The course broadened intellectual development to some degree.

## Theology 154EX Contemporary Non-Christian Religions Eileen Donohoe

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 36, Response 16

Almost all students took this course as an elective.

The assignments were rated for the most part excellent or very good. No term paper was given. The texts consisted of seven paperbacks. The schedule of reading assignments and tests for the entire semester was distributed the first day.

Exams covered basic concepts, were clearly worded, involved reasoning, were of suitable length, and were not overly difficult. Most agreed that questions covered material assigned to be done outside of class, but a few said they covered only material covered in class discussions. There were no unannounced quizzes or take-home exams. The final was not comprehensive.

Although almost all reported that the criteria in grading were made clear at the beginning of the course, there was great disagreement over what was or wasn't important in the grades. If there was any pattern at all, outside assignments seemed most important, although several said they didn't apply to the grade at all. However everyone got what they expected.

Most students agreed that preparation and organization of lectures were excellent and that class was very interesting and intellectually stimulating. There are indications that any lack of interest in class discussions might be due to the early hour or failure to keep up with reading assignments. A mediocre response to the course and teacher was the exception, while most raved about them. A few quotes will suffice: "The material in itself was fascinating but the teacher's unique qualities of (1) good-humored rapport with students as individuals and (2) real scholarly familiarity with the course content made class lectures stimulating and always amusing. It was an ideal learning experience." "The greatest course in my four years at SMC."

## Theology 156EX Faith in Revolution Kevin Ranaghan

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 8, Response 5

The texts got an overall rating of "very good." and the types of assignments were said to be "excellent." The students found that the work load was spaced well and that exams and papers were a creative learning experience.

The exams required more than memorization and were of comparable difficulty with the level of material covered in class lectures and assignments. Exams were announced, and the final was comprehensive.

Class participation was extremely important. The grading was done on a fair basis.

Mr. Ranaghan was overwhelmingly considered "excellent" in his organization of content and choice of material for the course as well as in his own personal teaching ability to interest the students. He was unanimously recommended as an "excellent" teacher.

Comments such as "the finest teacher I've had and the most worthwhile course I've studied" and "St. Mary's will suffer without this man" add concluding subjective notes to the evaluation.

## Theology 164EX Ecumenical Dialogue Sister Maria Assunta Werner

INSTRUCTOR'S SYNOPSIS:

Although the course is taught differently each time, the main emphasis is on the ecumenical movement rather than on a study of Protestant theological positions. Tracing historically the development of Protestant efforts culminating in the World Council of Churches and other national bodies and the development of Catholic positions culminating in the joint committee with the WCC on ecumenical matters, the course encourages

students to keep abreast of day-to-day news on ecumenical work. Attention is given to the wider ecumenism—Christian efforts in relation to non-Christians, atheists, humanists, secularists. The instructor hopes that students will acquire not merely the science of ecumenism but the art through active participation in ecumenical programs in the Michiana area.

Class participation was of little importance while attendance several short examinations and a two-hour final, one term paper on a subject of the student's choice related to some aspect under study; this paper is presented orally to the entire class for discussion.

**STUDENT EVALUATION:**

Enrollment 17, Response 9

Textbooks for the course were rated "good." Exams required individual reasoning and were of reasonable length. The final was not comprehensive.

Class participation was of little importance while attendance was important. Grading was done on a strict percentage basis.

Preparation of lectures was good as was the organizational ability to spread the work throughout the semester.

The overall comparative rating as a teacher was "fair" as was the rating for class interest. "Although the subject matter was interesting, it suffered in translation," commented one student. All the students but one said that they would not consider taking another course from the teacher.

The majority of the students found that lectures merely repeated rather than complemented the readings. Lectures and delivery were characterized as "just kind of talked to us in a

rambling way about the general topic," and as having a need to "add to the reading instead of just repeating it."

**Theology 167EX**  
**Protestant Theology**  
**Harold Weiss**

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Enrollment 30, Response 18

The textbooks chosen were found to be clear in presentation, interesting and apropos. The assignments did encourage independent and creative thinking.

The work load was spread very well and the exams were on a par with the level of material covered in the lectures and assignments. The final was not comprehensive.

The majority of the students found the teacher to be "excellent" in his ability to interest them, to complement the difficult and worthwhile readings, to prepare his lectures, and to organize the course development.

He was rated very highly as a teacher and his rapport with the students was greatly acknowledged.

The course was definitely of service in broadening intellectual development. All but one student would take another course from Dr. Weiss. Typical remarks were that this was the type of course a student would not want to cut, that the course was pertinent and useful, and that Dr. Weiss was concerned very much with his students.

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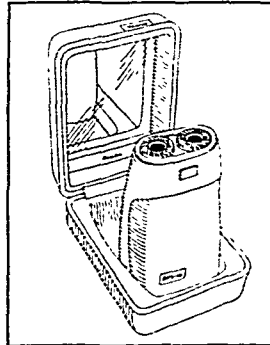


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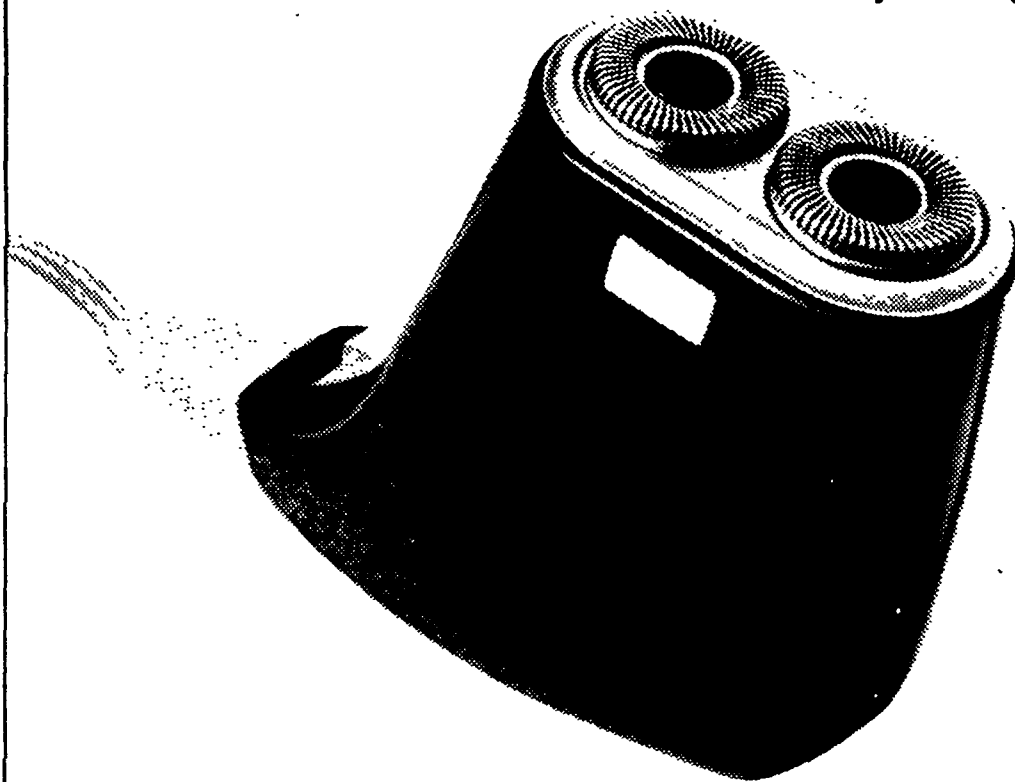
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# Last July when you went to the beach

## we went to a tornado.



help  
us  
help

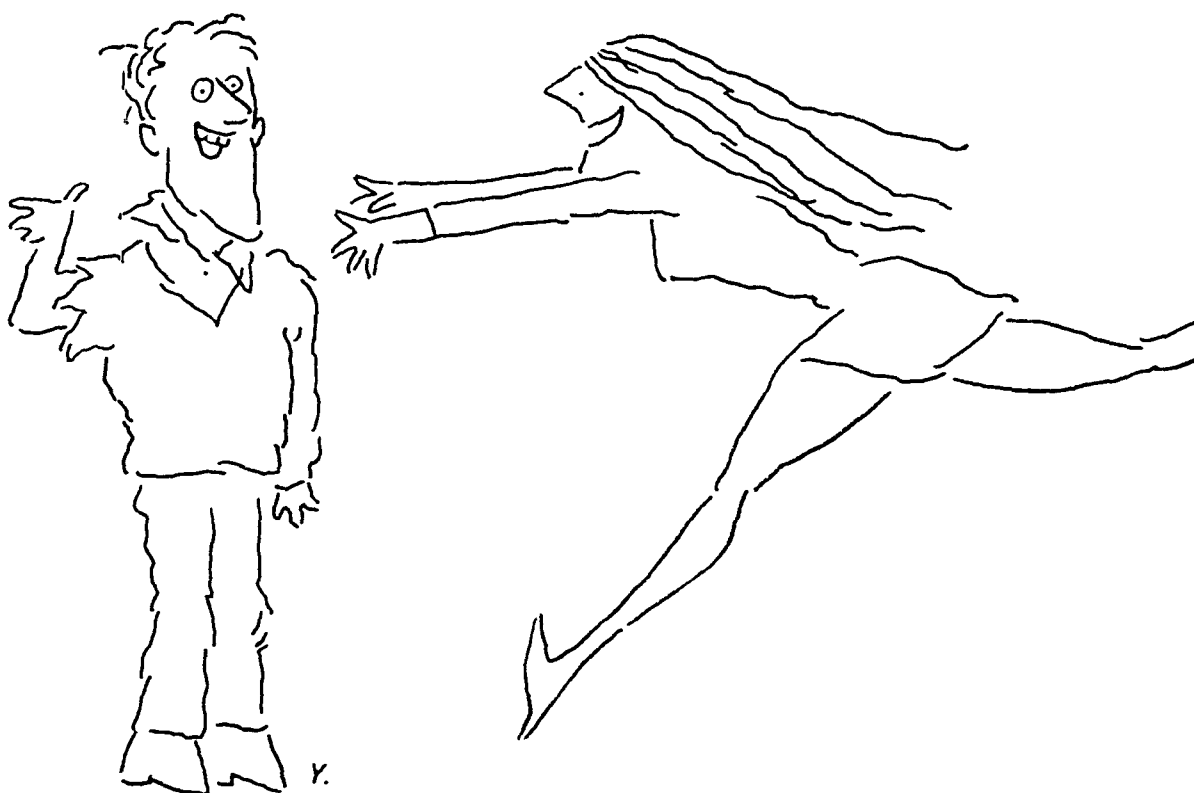
The American Red Cross.  
We don't know where  
we'll be needed next.  
You don't either.



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# JUGGLER

# The Vietnam War Continues

March, 1969:

37,812

Americans are dead

75,873

South Vietnamese are dead

457,132

N.L.F. and North Vietnamese are dead

33,000

is the April draft call

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