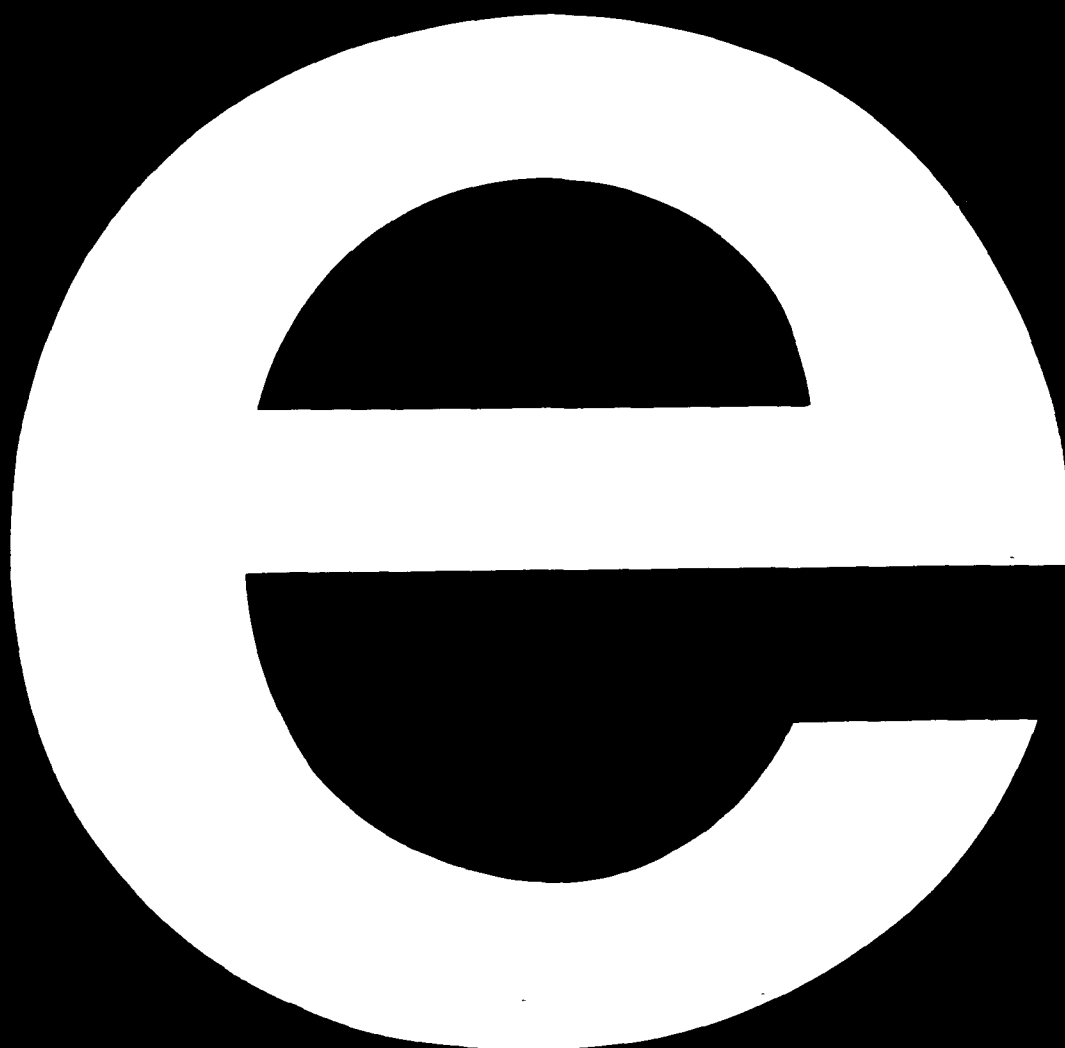
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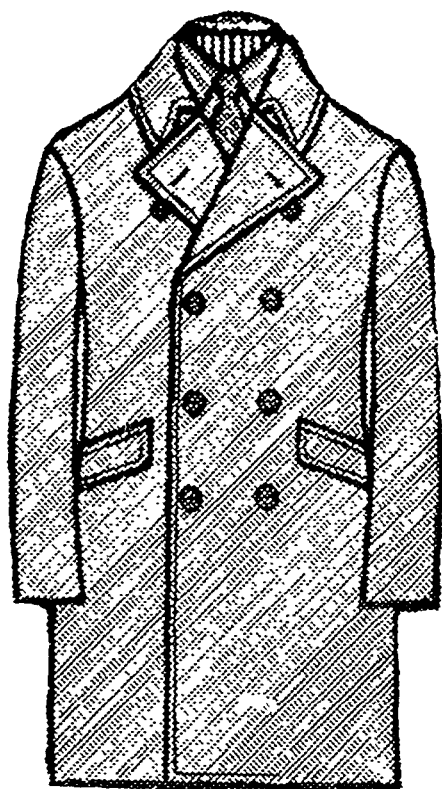
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prologue	6
evaluation paradigm	7
directory	8
notre dame evaluations	9
st. mary's prologue	72
st. mary's evaluations	73

course evaluation director: steve dixon

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notre dame-st. mary's course evaluation booklet

EDUCATION is more than the soporific transferral of knowledge from a superior authority to passive recipients. A university is more than a glorified trade school, more than an indifferent transitional stage. It is an evolving dialogue between men in search of meaning, direction, and vision with men of understanding and insight. It is perhaps presumptuous to think that students are qualified enough to evaluate their teachers. But, without student reaction—and faculty and administration response—education stagnates in accidentals, archaic forms, or prejudices. Students become a moment in the turnover and the passion for wisdom loses its rightful place to the transferral and indifferent acquisition of parcels of facts. Of course, the most obvious purpose of the Teacher-Course Evaluation booklet is to provide students with enough information to enable them to choose well what courses and/or teachers will be most beneficial to their peculiar academic orientation. But it is with the higher purpose of stimulating thoughtful, valuable, and critical response to education at Notre Dame that the SCHOLASTIC once again offers the Teacher-Course Evaluation booklet to the faculty, administration and students of the Notre Dame-St. Mary's community.

As in the past, one or two qualified students from each department were chosen to select other qualified students and oversee their specific course evaluations. For our purposes, Easter came at an inconvenient time. Departmental course listings were not drawn up. Department chairmen went home for the vacation. Despite these inconveniences, evaluators when finally contacted managed to speak with teachers and students in the reviewed courses and submit their evaluations before the final deadline. We might add, hastily.

A cursory glance will reveal that all courses in every department have been issued new catalogue course numbers. For example, in the English department, all 300-group courses are open to sophomores, juniors, and seniors; 400-group courses are open to English majors and others with departmental approval, and 500-group courses are open to English majors and graduate students only. Each department, however, has its own specifics concerning the new numbering system. Government, for example, has quite simply closed all upper division government classes to all students except government majors.

The SCHOLASTIC wishes to express its thanks to Miss Maureen Meter for her diligence and efficiency in compiling the St. Mary's section of this booklet. Special gratitude is extended to Mr. Richard J. Sullivan, Michael Patrick O'Connor, Richard Moran, Ed Sanna, George, Gene, Beth, and Mia without whose aid, encouragement, and patience the fourth edition of the Teacher-Course Evaluation booklet would not have been possible.

Steve Dixon

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.

notre dame

Art	9
Communication Arts	10
Economics	14
English	18
General Program	27
Government	31
History	39
Modern and Classical Languages	42
Music	47
Program on Nonviolence	49
Philosophy	50
Psychology	53
Sociology	57
Speech and Drama	62
Theology	64

st. mary's

Art	73
Biology	73
Chemistry	75
Economics and Business	76
Education	76
English	78
History	80
Humanistic Studies	83
Mathematics	84
Modern and Classical Languages	86
Music	89
Philosophy	90
Physics	91
Psychology	91
Political Science	92
Sociology	92
Theology	94

Art 343 Ceramics and Sculpture, 2 MWF 4 Ted Schoenemann

Though this course is offered during the fall and spring semesters, this spring was the first time that Mr. Schoenemann has been responsible for teaching this class.

PRESENTATION: The class is set up so that any student interested in ceramics work, whether sculptural or practical (pottery), can find an outlet for his creative inclinations, no matter what stage of proficiency he has achieved. All work is done inside the ceramics studio. No tests are given, or readings required, but regular attendance is compulsory. Grades are based on the amount and quality of your work.

COMMENTS: Mr. Schoenemann has a superior knowledge of his subject matter, and is always available in the studio for constructive criticism and advice. Not only does he demonstrate the "how to" in pottery processes, glazes and firing techniques, but he also explains the technical reasoning behind these procedures.

Art 417 Industrial Design, 1 MWF 3 Frederick S. Beckman

CONTENT: This is a course for those students interested in the various aspects of Industrial Design. Notre Dame is one of the very few schools in the country that offers this course and it is given both semesters.

There are no prerequisites for the course. However, it will prove to be very helpful to the student if he or she has been introduced to at least the basic elements of drawing.

This course is an elective for all third- and fourth-year fine arts majors, but the course is open to all AL students as well. The number of students has been limited to 10-15 in the past, mainly due to limited facilities.

PRESENTATION: There are very few lectures, but class discussions prove to be of great help. Mr. Beckman is very knowledgeable in his subject and is always open for suggestions and ideas from the students.

The few deadlines are easily met if the student puts in a reasonable amount of time. At each deadline Mr. Beckman usually leads a group critique on the different projects, and this gives the student time to perfect his project before the final deadline and grading.

READING: There are no required texts for the course, and almost all of the materials that the student needs to complete his projects are free.

The student is free to choose between Product Design, and the field of Automotive Design. In Product Design there are an infinite number of products that can be, and should be designed or redesigned, and Mr. Beckman is always very helpful to give the students a suggested list of these products. Those who choose Automotive Design, usually start out by copying old drawings of cars, and eventually these will lead to face lifts and new designs. An option is the Classic Revival, where the student chooses an old car of his liking, and does a drawing of it. This drawing is then carefully analyzed, and certain elements are then carried over to a new design that is carried out in both 2 and 3-D.

ORGANIZATION: There is no mid-term exam. Mr. Beckman judges his final grade by the assigned drawings, and the 3-D models. However, he puts big emphasis on loose sketches and the very ideas behind each design, so don't throw away your

lousy drawings and idea scribbles. The average final grade seems to be a B.

COMMENTS: There is an almost complete machine shop available to the student at the present time. The course helps to introduce the student to the very complex world of design. The main purpose of the course is for the student to find a design problem, to define it, and to finally solve it to the best of his ability. It is a course very much recommended both for fine arts majors, and non-art majors as well.

Art 463 Art History America 1650-1865, 4 TT 6 Donald Yates

CONTENT: The origins of American art and architecture as a separate national style are covered in this course. The art of Copley, Stuart, Cole, Saint-Gaudens, Jefferson, Latrobe, etc., is discussed within the context of the European traditions which influenced American artists and styles. There are no prerequisites.

PRESENTATION: Mr. Yates's slide lectures are informative and well ordered. He uses the contemporary history of the period to show developments which affected the artists of the times. Mr. Yates stops the lecture at natural points to answer questions.

READINGS: As yet undecided.

ORGANIZATION: One paper 15-20 pages in length on some specific problem of the period chosen by the student along with a mid-term final are required. The tests are difficult and must be prepared for quite carefully. Periodic progress reports on the paper help insure a scholarly job. The average grade is a low B based on the two tests and paper.

COMMENTS: American Colonial and Federal art was the beginning of a particular American statement in the world of art. Mr. Yates lectures in a pleasant way and is always willing to help the student with the class material and paper.

Art 491 Etching Woodcut, 9 TT 12 Douglas Kinsey

CONTENT: Mr. Kinsey teaches the students the basic techniques of woodcut and etching, and once the student has shown a capable handling of the skill, he lets the student follow his own artistic leanings within the realm of the course.

PRESENTATION: The only lecture, as such, is the first one of the semester when the techniques needed are explained. Later in the semester as the students want to develop more advanced techniques Mr. Kinsey gives them individual instruction. Though finding Mr. Kinsey is sometimes difficult outside of class, he shows an interest in each student's individual development and will spend any amount of time necessary to help the student.

READINGS: The basic set of etching tools and paper used during the semester can run to twenty dollars quite easily but payment isn't demanded until the end of the semester, and the student does have prints to show for his money.

ORGANIZATION: This course is for variable credit; two editions of five consistent prints each per credit hour are required. Grades

are based on technique, artistic merit, and the amount of time a student puts into the course. The final grade falls in the B range.

COMMENTS: Woodcut and etching require quite a bit of time outside of class, at least one or two evenings a week, to produce quality work and is not recommended for the non-worker. It is an enjoyable course for those seriously interested in the arts, and Mr. Kinsey's personal interest in his students adds greatly to the worth of the course.

Art 493

Lithography and Silk-Screening, 1 MW 4 Donald Vogl

CONTENT: This course covers the fundamental techniques of both lithography and silk-screening. In lithography the prints are obtained from a stone on which the image has been drawn with a greaselike substance. Silk-screening is a stencil process where the ink is forced through a stencil of silk each time for each color required in the print. Students are encouraged to choose either litho or silk-screening, not both, in order to pursue thoroughly and experiment with the medium.

PRESENTATION: There are no lectures as such, but an introduction to the materials and possibilities of the medium. Mr. Vogl demonstrates the basic techniques, then gives individual instruction when needed.

READINGS: *Printmaking Today* and *Silk-Screening as a Fine Art* are the suggested readings. Films are also shown and field trips are taken to commercial silk-screening companies. Two editions, consisting of two prints each per credit hour are required.

ORGANIZATION: The work is done individually, with each student doing his "own thing." Mr. Vogl is always available for advice and technical assistance. Half of the required prints are handed in by mid-term.

COMMENTS: An excellent course for those who enjoy drawing, color and design. Mr. Vogl gives a student helpful critiques and allows him much freedom for creativity.

Art 765

Erotic Drawing I and II, WFS 7 to 10 S. E. Xavier

CONTENT: This course will be offered for the first time next semester, due to the department's good fortune in obtaining Prof. Xavier as their new artist in residence. Prof. Xavier has just completed a five-year world tour during which time he studied primitive cultures, the anatomical structure of the people and their socio-economic backgrounds. His extensive illustrations and sketchbooks will be on display in the O'Shaughnessy Hall Gallery sometime during the fall semester.

READINGS: *Rossie in the Nude*, a series of lithographic pseudo-caricatures; *The Erotic Drawings of Jacques Maritain*; *The Erotic Cave Drawings in Northern Czechoslovakia*, edited by I. C. Djugsavedt; *The Zodiac Positions Diagrammed* by Zoro Astah.

ORGANIZATION: Two case studies; a detailed paper on the vegetable symbolism in Aubrey Beardsley; free 'n' easy.

COMMENTS: Ogle! Professor Xavier is a profound believer in the virtues of total experimentation. When asked to further comment on his prospective approaches, he twirled his moustache and only smiled knowingly.

Communication Arts

Communication Arts 341

American Studies, 1 MWF Thomas Stritch

CONTENT: This course is taught over two semesters and is a requirement for CA juniors. The course is meant to be a background for anyone wishing to work in the field of American communications. It is a basic study of the American culture, viewed from such areas as politics, economics, art and history. The greatest stress falls on the effect of the media upon the American.

PRESENTATION: Professor Stritch's class had great promise of being most interesting. Stritch tries to establish a personal relationship with each member of the class (about 50 in number); to maintain this relationship, Stritch never hesitates to ask for comment or question. These discussions often prove uninteresting to some students because the question or comment seems irrelevant; it is obviously difficult for a class of this size to carry on an interesting discussion. Yet Stritch's tremendous love of oration does often save a class from being wasted.

READINGS: *Understanding Media* by Marshall McLuhan was probably the most important book of the semester. Other books (some of which were treated more lightly than others) were *The Image* by Kenneth Boulding, John Galbraith's *The New Industrial State*, John Kouwenhoven's *The Arts in American Civilization*, *Mass Media and Mass Man* by Alan Casty and *The Communist Manifesto*.

ORGANIZATION: The work load for this course is moderate: about six short (two to three page) papers and two tests plus a final provided the makeup for grades. The papers dealt with either the readings or a topic in the course. The tests were of a general nature; they were concerned with class work and to an extent the readings. Professor Stritch grades on improvement. The average grade is about a B.

COMMENTS: The course suffices in its intent. Many students disagree with some of the ideas that Stritch presents, but he never discourages a student from opposing his view. Professor Stritch is attempting to improve the reputation of the course and taking away the "jock" label that it has often been given. Some students felt that his method of doing this was unfair (dismissing some athletes from the department). Nonetheless the improvement is being accomplished.

Communication Arts 343

Visual Communications, 10 MWF, 11 MWF Edward Fischer

CONTENT: Visual communications is a course investigating the characteristics of good design and putting them to work in design projects. The course progresses from basic non-representational design to comprehensive finished work. There are no prerequisites for the course. Each class is of necessity limited to twenty-five students, and for this reason it is largely restricted to CA majors, of whom it is required.

PRESENTATION: Mr. Fischer begins his course with several weeks of formal lecture. Because there is a large amount of essential material to be covered in a short time, the lectures are tightly organized. This, coupled with the fact that Mr. Fischer requires a thorough notebook, tends to make the lectures tedious at times, but not boring. As a result of Mr. Fischer's knowledge and the student's ignorance, class discussion is unnecessary. After the student is made aware of the characteristics of good design, he embarks on a series of about fifteen projects.

READINGS: None. The course is Mr. Fischer's.

ORGANIZATION: The student's grade is based on the quality of his projects, his notebook, and two one-hour practical exams at the end of the semester. The projects—"cut and paste"—are graded by a panel of two or three 'professionals'. The student will begin by pasting black, white and gray construction paper; he will conclude the semester by designing magazines and containers for commercial products.

Mr. Fischer views the course itself as a design problem, and has therefore organized it to achieve a maximum of working time in class. As a result, the student has little outside work, but is kept busy a full fifty minutes each class. Late projects and excessive absences will result in a lower grade.

COMMENTS: Most students who have completed Mr. Fischer's course immediately respond that they would take it again if they had it to do over. Both Mr. Fischer and many of his students believe that the course should be required for all students, if it were feasible. The only drawback to visual communications is that its tight organization does not allow Mr. Fischer to share his vast experience in communications with the class.

Communication Arts 401 Screen Arts, 2 TT 4

CONTENT: Basically the course involves a study of films with an emphasis on the historical and critical approach to the art. The approach is a broad one, with films from every era—silent and sound, contemporary works of Godard, Bergman, Antonioni, surrealism of Cocteau and Dali, and the best of the underground cinema, and many others. The film experience is certainly a worthwhile and important art form, and this is an excellent course to acquaint one with such an experience.

PRESENTATION: A film is shown at each class. The teacher normally gives a short lecture on its importance, whether historically, critically, or otherwise. The quality of the lectures has been excellent, without being verbose. Basically, the emphasis is on the student's own response to the media.

READINGS: None are required, but one is suggested: *Film: A Montage Of Theories* edited by Richard MacCann. This should satisfy both the beginner and the film buff. It provides a varied background in both theory and criticism, both old and new.

ORGANIZATION: No tests. The grade has been based in the past on either 5 critiques or 1 long project. The teacher has been very susceptible to students who want to do something special on their own. Creativity and personal response are stressed in the papers, with some smattering of technical analysis. Grading is extremely fair.

COMMENTS: Don Connors was the teacher last year and he was excellent. No one at Notre Dame knows more about films than he does. Unfortunately for the student, he will not be here next semester. Whoever takes the course over is following a tough act. Connors was instrumental in bringing some of the finest films shown anywhere to this class. Connors himself is a film-maker, and is immersed in the film experience. Hopefully a suitable replacement will be found come next semester, but probably that will be impossible.

May 1, 1970

Communication Arts 451 Contemporary Writing, 2 MWF Ronald Weber

CONTENT: The medium is the message. And the message. So the course is in reading, not writing. Dabble a bit in Hemingway but slush around most of the time in the best fiction writers of the '40's, '50's and '60's. Main concern of the course is with the experience, the feel, the emotion of the work. Also the technique — the tools, gimmicks, and methods the writer conjures up to hone, carve, sculpt, bellow, explode or excrete his experience. The appropriate aphorism: technique as a clue to meaning.

PRESENTATION: Mr. Weber — and Mr. fits rightly — seated, not slouched or perched, on the desk top, talking, not lecturing, in a perfectly resonant voice with perfectly groomed gray-white hair with sideburns slightly more than halfway down his ears. Just so. Blue, white or green button-down with the perfectly matched pants and jacket. No clashes and no mistakes. And as precise are his classes. Mr. Weber never makes a mistake. Talks are thorough, deep, concise and perfectly clear and understandable. Discussion is invited at the close of classes but more can be learned by listening than by talking.

READINGS: *Everything That Rises Must Converge* by Flannery O'Connor; *In Our Time* by Ernest Hemingway; a recent anthology of short fiction; *When She Was Good* by Philip Roth; one book each by Saul Bellow and Bernard Malamud; *Mother Night* by Kurt Vonnegut, Jr.; *The Crying of Lot 49* by Thomas Pynchon and one work by John Barth. Also assigned is a choice of three outside readings.

ORGANIZATION: Bunches of 1-2-page papers are assigned emphasizing perceptive looks at the experiences and techniques of the stories and books. One 5-6-page piece on one of the outside readings. A straight mid-term but a unique final in which the student must show his stuff.

COMMENTS: Mr. Weber's course is tucked away noiselessly in the Communication Arts department free from the droll, banal, analytical, criticalesque butcherings of English majors who fear dipping their perfectly manicured reputations in the jock CA department. Just so. Mr. Weber's course confronts the literature for what it is—on its own terms—for its experience. For what it is, not what it isn't. There is a continuing concern with the technique of the works, as a way into the feel of the experience. By learning to read, seeing what a writer is doing, the reader can lead himself to the essence of the experience of the work. The student develops a sensitivity to what's being done. Mr. Weber also teaches a course in non-fiction, Literary Journalism. One of his mistakes was telling his class not to take both. His other was that his ties were too thin. He's corrected that. But exactly.

Communication Arts 453 Literary Journalism Ronald Weber

CONTENT: The course tries to come to grips with the modern American phenomenon which is loosely termed "literary journalism," and with the contradictions and ambiguities inherent in the term. Reasons for the trend toward the combination of literary techniques with journalism are examined, and some effort is made to evaluate the different forms which literary journalism can take.

PRESENTATION: Mr. Weber's lectures are superb in clarity and insight. Because he also teaches an excellent modern fiction course, his views on literary journalism are never parochial. Instead, he successfully relates the subject to both contemporary America and to broad literary movements.

In a small class, Weber's style is informal and lends itself easily to discussion. The discussions themselves usually center on

student responses to the structure, prose style and effectiveness of the readings. Since every student writes a short paper on the book before it has been discussed, and has thus independently thought about the book, the discussions are almost always worthwhile.

READINGS: Last semester, readings included: Mailer's *The Armies of the Night* and *Miami and the Siege of Chicago*; Capote's *In Cold Blood*; Tom Wolfe's *The Kandy-Kolored Tangerine Flake Streamline Baby*; James Agee's *Let Us Now Praise Famous Men*; John Hersey's *Hiroshima* and *The Algiers Motel Incident*; Lillian Ross's *Picture*; and James Baldwin's *The Fire Next Time*. The list is fascinating for students of both literature and contemporary America.

ORGANIZATION: Short (one-to-two page) papers on the assigned readings, plus a four-to-six-page paper on one book not assigned in class. The one test, the final, was a learning experience in itself. It consisted of a take-home essay and an in-class exercise made up of short essay questions. The test forces the student to synthesize aspects of literary journalism discussed in the course. Grades are generally in the B range, but there are no easy A's.

COMMENTS: Sometimes you will come out of a Notre Dame class with an idea which is stimulating, which has imagination and sensitivity. This course gives rise to an extraordinary number of such ideas. All conceptions about literature, about journalism and about America may be radically transformed. And, as anyone who has had Mr. Weber will testify, he is as superb a teacher as you will ever have.

Communication Arts 455

Film as Insight, 10 TT 12

Edward Fischer

CONTENT: Based on the theme "technique reveals meaning," Prof. Fischer screens anywhere from 30 to 40 films throughout the semester which the class views, discusses and criticizes. Each of the 75-minute classes are usually divided into a short discussion of the film from the previous class, followed by the screening of another film or a few short films. Occasionally classes are set aside for lecture on different film techniques or schools; documentary films, educational films, etc. Each such lecture is followed by a series of films of the respective techniques. The major emphasis of the course is coming to know the effectiveness of film as an art form and a combination of all art forms, as well as understanding film as a "language."

There are no prerequisites for the course. It is extremely well designed for the student who has had little background in film. Most of the students in the course are juniors and seniors in AL. The course is not closed to CA majors, and a number of students in other departments are wisely taking advantage of this.

PRESENTATION: Prof. Fischer's lectures are very well prepared, highly informative, and delivered in a relaxed manner. His few introductory lectures deal with camera techniques, film makers' jargon, and how these various techniques and tricks of the trade can be used to put meaning into a film. The discussion time set aside in the classes could be used more wisely. Although these discussions are based on reviews done by the students, there is not a lot of class participation. On a number of occasions, the professor has simply read reviews he himself has done on the movies. Just the same, Prof. Fischer has a thorough film background and does know the material and medium the course deals with very well. He is very sympathetic to the notion that every film has different meanings and thus may appeal to individual views differently. There are no required readings.

ORGANIZATION: Each student must review 4 or 5 films in 2-3 page analyses of any aspect of the assigned film: visual or audible techniques, symbolism, cinematography, and the like. Also required are 2 script or theme developments which could be used for the production of a short film that can convey a meaning or message without sound. (In the screenings, the student

observes film techniques that he might use in writing his scene developments.) It is asked that the student keep a personal journal of all the films viewed, recording techniques observed in the films and meaning the film might have for the student. The journals are not collected. The reviews are graded on a Satisfactory-Unsatisfactory basis. The final grade is based on the reviews, the 2 scenarios or scene developments, attendance, and participation. No exams have been announced for the semester in progress.

COMMENTS: The films which Prof. Fischer has presented in the course so far have been excellent — interesting, entertaining, educationally varied. They have all been perfect examples of the schools of technique he has introduced to us. The teacher is a noted film critic—he knows the subject and has the opportunity to screen new film creations referred to him for review and criticism by both students and professionals alike. Student films are dealt with more thoroughly toward the end of the course when the class is working on ideas for their own scene developments. Most of the movies presented have never been seen by the majority of the students. There are exceptions to that, of course, but as dated and classic as some of the films are, they are exceptionally well suited for the aims of the course.

A number of students would like to have more opportunities for discussion of the films or for presenting their interpretations of them. Unfortunately, time does not always allow for this since most of the films have different appeal and varied interpretations which could be discussed, and often there are 2 or even 3 movies screened in one class session.

Most students interviewed would consider repeating the course if possible, simply because of the quality and variety of the films Prof. Fischer has access to. Nonetheless, the course deals primarily with the basics and fundamentals of film making. For CA majors, it should serve as an introductory course to a film seminar course or further film making study. A good elective for non-majors if room on the class roster permits.

Communication Arts 457

Department Seminar—Television, 3 MWF 5

Samuel McClelland

CONTENT: This "special studies" TV course combines classroom discussions with actual practice in the WNDU studio. It is the closest thing to a work-study course the University offers. While the seminar discussions cover a wide range of television-related topics (censorship, responsibilities of the networks, production techniques, etc.), emphasis is placed upon the development of skills in handling the studio equipment. Later on in the course, the class applies its new skills by producing a video-taped show of its own. Outside work is minimal.

The course is open to CA seniors and also to a limited number of St. Mary's students — principally those, such as speech majors, who need an additional TV course to fulfill departmental requirements at SMC. The seminar structure demands that enrollment be no more than twenty students, and preferably less. Mr. McClelland offers the course both semesters; yet he prefers to limit the spring semester to those who took the course in the fall. Much of the first semester is spent in acquiring technical skills; so if the second-semester students are experienced, the class will be able to do more sophisticated and creative work. Thus, anyone interested in TV should take the course in the fall, for only a limited number of new students can be absorbed into the class for the second semester.

PRESENTATION: McClelland runs the class informally, and that is the way this type of seminar course should be handled. TV is his bag, and he gets the material across in an enjoyable manner. Since a primary objective of the course is the understanding and development of technical skills, the student gets as much out of the course as he is willing to put into it.

In an effort to offer a sense of direction and organization, Mr. McClelland cut down on the free-wheeling, rambling discussions this semester, and presented a number of more formal lectures. Initially, this had the ambiguous effect of enriching the course material while dulling the spirit of the class. Mr. Mc-

Clelland is not a dynamic lecturer. He is, however, a good off-the-cuff speaker, especially when relating anecdotes about his experiences in television. In the course of the semester he more successfully integrated prepared lecture topics with personal response and discussion — a move which has given the course more continuity and the discussions more direction and meaning.

READINGS: There are two required texts: *The Technique of Television Production* by Gerald Millerson, and *Responsibility in Mass Communication* by William L. Rivers and Wilbur Schramm. They cost more than eight dollars apiece. Millerson's book is extremely technical and comprehensive. Fortunately Mr. McClelland limits the readings to pertinent chapters. Its greatest value is as a reference book, to be used when confronted with a problem in the studio. *Responsibility in Mass Communication* gives an analysis of the historical development of the communication media and the reciprocal influences society and the media have on one another. Its examination of the roles of the media awakens a needed sense of professionalism in the CA student.

ORGANIZATION: During the first semester, each student must write one hour-long television script. The final grade is based upon this, a final exam, and the degree of interest and capability demonstrated while working in the studio. This semester the students did not have to write scripts, but there was a mid-term exam. The average grade is about a B.

COMMENTS: It was evident this semester that Mr. McClelland was attempting to improve upon the continuity and organization of the course. The classes were better prepared, and he seemed more opinionated and assured of himself. The mimeographed hand-outs were both numerous and informative, and the appearance of a guest lecturer was stimulating. It is interesting to note that Mr. McClelland performs differently in the studio than he does in the classroom. To judge him by the absent-minded nonchalance he occasionally exhibits in the classroom would be unfair. In the studio he comes alive and can be intensely passionate and demanding. He is at home there. He knows where he is going and what he wants done, and he is not reluctant to let the class know it. If more of this uninhibited concern would carry over into the classroom, the course would be much improved. Even so, the class is both enjoyable and worthwhile, and Mr. McClelland is very responsive to the needs and concerns of the students.

Communication Arts 459 Department Seminar — Film

CONTENT: The course is designed to enable the student to learn the art form of film-making, film editing, directing, and sound work. Imagination is a necessity. This course is not merely an exercise in techniques, but an exploration into creativity. The only prerequisite for the course is an interest in the cinema—watching films, talking about them, making them, etc.

PRESENTATION: In the past, the teacher has usually lectured for a short period and then films (both student and non-student) are screened. After this, a general discussion will follow, with everyone contributing. The lectures are concise and to the point.

Some things covered are: lighting, editing, camera operation, camera techniques, film processing, etc. The discussions have often been erratic, with the same people dominating from week to week, but the teacher has tried to encourage everyone to participate in some way. Usually he succeeds.

ORGANIZATION: The only assignments are: 1 short 3-minute film, and then a longer film to be shown at the end of the semester. The 3-minute effort must be edited in the camera, while the longer project can incorporate any variety of editing, sound, and techniques. Again, this is one of those rare and enjoyable courses, where grades are looked upon as artifacts of another age. The students are allowed to work at their own pace, and must screen their work in front of the class, so that all benefit from each others mistakes and achievements. In the past, the course has been held one night a week, usually Monday or Tuesday night.

COMMENTS: Last semester the course was taught by Don Connors. This year it may be taught by anyone from the man in the moon to Captain Kangaroo. Connors was without question one of the finest teachers in the University, and those students who came in contact with him, won't forget him for a long time. He was available literally 24 hours a day for any kind of advice, film or otherwise.

Communication Arts 461 Mass Media, 1 TT 3 Thomas Stritch

CONTENT: Mass media is being offered this fall for the first time since spring 1969. It is open only to seniors, only to CA majors, only to fifteen of them. There are no academic prerequisites. The course is designed to study the effects of mass media in society, using the best readings available.

PRESENTATION: Mr. Stritch will conduct his course strictly as a seminar. He prefers evening classes if they can be arranged. All discussion will be based on the student's readings. Judging from his past courses, Mr. Stritch will make his opinions known, but will certainly allow ample time for all to speak. ("Everybody talks . . . no one knows about it.")

READINGS: Casty's *Mass Media and Mass Man*, a collection of readings, will serve as the basic text for the course. Periodicals, such as "Public Opinion Quarterly" and "Journalism Quarterly" will also be read regularly. Mr. Stritch added that everyone will read some other books, such as histories of the press, radio-TV, etc. For a seminar course, cost will be quite low (five or six dollars).

ORGANIZATION: Papers as well as discussion will investigate the role of mass media: Does TV have an impact? What is the power of the press? Is advertising harmful? There will be no examinations; the student's grade will be based on presentation of points of view, readings, and oral as well as written reports. Grades will probably be high.

COMMENTS: Mr. Stritch describes mass media as his favorite course, and he is anxious to teach it again. Combined with the fact that the course concerns Mr. Stritch's particular field of interest, it should be quite worthwhile.

Economics

Economics 223

Principles of Economics, 11 TT, 2 MW

Frank Jones, Frank Bonello

CONTENT: This course familiarizes the student with basic macro economic concepts. Topics to be discussed include goals of macro economic policy, money, credit and banking, monetary and fiscal policy and problems of underdeveloped nations. The course introduces the student to basic economic concepts and provides a basis for upper level courses in business or in economics.

PRESENTATION: Professor Jones and Professor Bonello will teach separate sections of Economics 223. Both professors will lecture two days a week, the third class hour will meet in smaller discussion sections. The lectures will develop ideas presented in the text. Discussion sections will attempt to apply theory to contemporary problems.

READINGS: The main text will be Paul Samuelson's *Economics*, the new (8th) edition. A readings book will also be required. Both students and professors indicated that last semester's readings book was unsatisfactory. Therefore, there will be a new selection for the fall semester. According to the professors, the readings book should apply theory, offer alternative points of view and follow closely the theory presented in the lectures.

ORGANIZATION: The course requirements include two tests and a final, problem sets and quizzes in the discussion section. The tests and final account for 80% of the final grade. The discussion groups account for the other 20%. The average course grade is a 2.4.

CONTENTS: An accurate representation of student opinion in a class as large as this one is an impossible task. However, the students that were contacted had some common reactions. Both professors were judged capable lecturers; however, the large size of the class created a highly impersonal atmosphere. Some students suggested that more time be given to difficult lecture material in the discussion sections. All those contacted felt that the size of the class and the introductory nature of the material made the course somewhat less than exciting. However, all agreed that the course offers a sound basis for understanding basic concepts.

Economics 301

Microeconomic Theory, 1 MWF

William Davisson

CONTENT: Microeconomic theory is a requirement for a major in Economics. Because Economic Principles is a prerequisite, the class is made up of juniors with a few seniors.

READINGS: The text that will be used is by Leftwich, *Price Systems and Resource Allocation*. This main text will be supplemented by another approach, *Introduction to Microeconomic Theory*, by Davisson.

The book is divided into four major sections: there will be at least one test after each section. The performance on these exams will determine the grade.

COMMENTS: Prof. Davisson has taught this course at other universities, and last summer here. He handles class very informally. He encourages discussion and adds many insights that cannot be derived from the book. In previous classes, he gave very few A's but was extremely liberal with B's—providing the student did the work. Davisson's attitude in class will definitely change the approach of past microeconomic classes. The chance that his type of class will be a success in this course is better than average.

Economics 301

Intermediate Micro Theory, 9 MWF

Stephen Worland

CONTENT: This is a one-semester course, offered in both the fall and the spring. It is a required course for all Economics majors, and a limited number of non-majors have also taken it in the past. There is usually a prerequisite for this course—Principles of Economics (Economics 24). Dr. Worland covers numerous aspects of price theory and various related topics in Intermediate Micro. Utility theory, welfare economics, cost functions, and linear programming are just a few of these. An understanding of graphs and of basic calculus (mainly derivatives) is necessary to do well in the course. Dr. Worland places heavy emphasis on graph interpretation and students are encouraged to reason to conclusions rather than to memorize.

PRESENTATION: Dr. Worland's speaking style has been likened to that of an auctioneer. The prospective student should be prepared to take plenty of notes and to take them rapidly. The professor lectures for the whole period and there is no time for discussion. However, Dr. Worland is always glad to assist the student outside of class.

READINGS: There has been only one textbook used in the past, namely Donald Watson's *Price Theory and Its Uses*. (\$7.50). The book is used more or less as a supplement to the class lectures, and it is quite comprehensive in its treatment of micro theory. It is strongly advised that the student read the text before going to class.

ORGANIZATION: Dr. Worland assigns a homework problem almost every week, in addition to the regular reading. Three exams and one final exam determine the grade for the semester. These exams are quite challenging and require a good amount of intuitive thinking on the part of the student. A's are infrequent, and it is necessary to work hard to get even a B or C.

COMMENTS: This is a "tools" course, and as such it probably would not appeal to a non-major. The material is not the most interesting in the world, and the course takes up quite a bit of studying time. However, anyone who takes this course finds himself with a quite thorough understanding of micro at the end of the semester, as well as an intuitive knowledge of basic economic relationships. In short, if you want to take a rigorous microeconomics course and are willing to do the work, this is the course to take. If not, you'd do better to look elsewhere.

Economics 313

Business Organization and Management, 9 MWF

Christopher Fagan

CONTENT: This is a one-semester course offered in the fall. Most of those who take it are economics majors, but it is open to others. There are no prerequisites. The course deals basically with the structure of business organizations and with the various methods of financing business enterprises.

PRESENTATION: Prof. Fagan is a dedicated teacher with a great deal of experience in business. He adds interest to an otherwise colorless lecture by relating many of these experiences, and by his willingness to allow questions to influence the direction of particular lectures. Attendance is taken.

READINGS: The text, *Financing and Organizing Business* is rather dull but very informative. The student achieves a rather comprehensive understanding of business structure, the various stock and bond types, and in general a better understanding of the various

practical applications of economic theory. The readings are neither long nor hard.

ORGANIZATION: The course is reasonably well organized, at least in the sense that you know right from the start what work is expected. Final grades are based upon three tests and a non-comprehensive final. Test material is taken almost exclusively from the book and is not extremely difficult. Tests include an objective section of true and false, some problems and/or short essay questions, requiring memorization of specific facts. Average grade is C+.

COMMENTS: In terms of work load, this course is no backbreaker; however, A's are sparse. It is generally relevant and interesting, and recommended for anyone contemplating a business career.

Economics 317

Pollution Control, 10 MWF

Clarence Durbin, C.S.C.

CONTENT: This course, offered in the Fall Semester only, deals with, as the title implies, public policy and pollution control. Major emphasis falls on pollution control; public policy is nil or insignificant. Although this course is offered by the economics department, no background in economic theory is necessary. Any economic concepts involved, e.g., benefit-cost analysis, are adequately covered in class. This course was offered for the first time last fall and as a result the class was comprised of only nine students—two grad students in engineering, two science students, and the remainder economics majors. With the exception of the grad students all were seniors and one junior.

PRESENTATION: Presentation of the course was not particularly structured. This was primarily due to its being offered for the first time. Lecture was at a minimum with student comments invited. Discussion was centered around readings and current developments in pollution control. Fr. Durbin's lectures tend to wander somewhat, but this should not cause the student any real concern. The major redeeming value of the course lies in the oral presentations of the students' papers. Fr. Durbin knows his field, but he has trouble getting it clearly across to his students.

READINGS: The readings required by the course are few in number, but they are valuable. They are usually from books on reserve in the library. Only one text is required—a \$1.95 paperback.

ORGANIZATION: The course requires two 7-10 page papers, a midterm that is remarkably simple, and an oral final. The final is a personal discussion with Fr. Durbin in which he asks the student to analyze a pollution problem and to give his comments on the course. The student is also asked what grade he believes he has earned. Final grades range in the A-B category and one would have to really work to get anything less.

COMMENTS: This course is based on Fr. Durbin's good intentions, but if these intentions are to be realized the student will have to be interested in the pollution problem enough to read about it on his own. As an easy elective, for non-majors as well as majors, Econ. 317 is hard to beat.

Economics 319

Economics of American Medicine, 1 MWF

Christopher Fagan

CONTENT: This is a one-semester course that will be offered for the first time this fall. Professor Fagan knows of no other course of its type offered at any other large Catholic midwestern university. Since there are no economic prerequisites, this course

will be open to all upperclassmen. It will deal with many current monetary problems surrounding the medical profession. Special emphasis will be given to Medicare and Medicaid while the advantages and disadvantages of Blue Cross and Blue Shield will be discussed in detail. Professor Fagan has some inside connections with the drug industry and hopes to analyze the fairness of some of their pricing policies. Concern over the escalating cost of hospital care and medical services as a whole will also be discussed. The course should conclude with a look to the future and the possibility of complete medical socialization.

PRESENTATION: Professor Fagan wants to conduct this course on more of a seminar than a lecture basis. This is a good idea because his lecture style has traditionally been less than dynamic. His varied personal experience and willingness to relate it should make the discussion interesting if not stimulating.

READINGS: While there will be a textbook, outside readings will be required in many of the areas mentioned. If you are lucky you may even be able to read the *Congressional Record*; however, other readings may prove much more enjoyable.

ORGANIZATION: There probably will be two or three tests and a non-comprehensive final consisting mostly of essays. If you have some concept of what is going on and do most of the required readings, it shouldn't be very difficult to get a B.

COMMENTS: Professor Fagan is retiring after next year so he will be teaching the course only once. If you are an econ major and haven't had him, you're missing something. If you aren't and are looking for an interesting and not too difficult elective, you may be at the right place.

Economics 353

Labor Economics, 9 MWF

Mark Fitzgerald, C.S.C.

CONTENT: Labor Economics is concerned with the problem of Industrial Relations from the view not only of active participants (labor and management), but also of the general citizenry and particularly the arbiter of industrial disputes. The course emphasizes the applicability of arbitration and mediation in the solution of labor disputes and the applicability of such processes in more general disputes as well.

PRESENTATION: The presentation is primarily lecture. Fr. Fitzgerald has developed the content and style of these lectures so that they appear a reading almost from memory. Discussion is often sought, but seldom achieved, due to an inability of either students or teacher to attain the rapport essential for the interchange of ideas.

READINGS: The readings for the course come primarily from the single required text. Outside readings are also assigned—these often comprising the most interesting of all class assignments. The quantity of readings is hardly unbearable; the quality, at times, may seem to be.

ORGANIZATION: The professor usually assigns one paper per semester, approximately 10 pages in length, due late in the semester. Three or four one-hour exams, plus a final, are also usually given, with these exams requiring a recitation of material seen in lectures and outside readings. A careful reading of those outside sources and the copious class notes normally constitute sufficient preparation for these exams. Few students seem dissatisfied with the final grade received on the basis of these exams and paper.

COMMENTS: Fr. Fitzgerald is an expert in the field of Industrial Relations, having served as an arbiter of disputes for many years and having done a significant amount of research in the field. His lectures reflect this familiarity with the course material. Perhaps the most general comment heard regarding this course was that the rote repetition of facts ceases to be stimulating after a time. Most students, however, feel the course to be worthwhile and many return for other courses taught by Fr. Fitzgerald.

Economics 393
Statistical Inference I, 2 MWF
Gregory Curme

CONTENT: The social sciences, such as economics, use statistical methods as effective tools for analyzing data. Dr. Curme gives the student an introduction to the concepts involved in interpreting statistical data. Among the topics presented are probability theory, estimations, testing hypotheses, and regressions. The foundation is good for further work in the applied sciences and is valuable even to the person who dislikes math. The course is required for economics majors, so it is composed predominantly of junior, senior, and graduate Economics students. There are no prerequisites.

PRESENTATION: Class is as informal as a 100-student lecture course could be. Questions are always encouraged and the explanations display Dr. Curme's mastery of the subject. Problem sessions, conducted by a graduate assistant just prior to exams, prove quite helpful.

READINGS: There is a text (Huntsberger's *Elements of Statistical Inference*, second edition), but it is exclusively for auxiliary reference and a few problems. Don't buy it. You won't need it unless you worry a lot.

ORGANIZATION: Homework consists of four sets of problems which can be done in groups of 3-4 students. There are two-hour exams taken directly from the lecture material. The tests are problem-type, so do the homework. The final is comprehensive, with all seniors exempt. Grades are based on the tests with the problem sets used to decide borderline cases. Dr. Curme is an eminently fair grader. Even the "village idiot" should be able to pull a B if he does the problems.

COMMENTS: Next fall might be the last time Dr. Curme will teach this course at the undergraduate level, so if you want a solid foundation in stats made as painless as possible by the unique lecture method of "your dear old dad," sign up now. In addition to several doses of the Professor's conservative philosophy, the fall students get the added bonus of his expert football commentary. General consensus is that there are no regrets in taking this course.

Economics 451
Economic Regulation of Private Enterprise,
11 MWF
Mark Fitzgerald, C.S.C.

CONTENT: This is a one-semester course offered only in the fall which reviews the various public policies toward business within our free enterprise system. He is concerned with the constitutional source of governmental regulatory power and how it has evolved down to the present. He shows great personal interest in the activities, or lack thereof, of government regulatory commissions and agencies, and does not hesitate in leveling blows at the progress of our system. The class is composed mostly of seniors, with a sprinkling of juniors and grad students. No extensive background in economics is required.

PRESENTATION: Fr. Fitzgerald's lectures are anything but exciting, though he is prone to become a bit impassioned himself. The little class discussion which he does initiate is often forced, and therefore, not too successful. The speed of his delivery will challenge the most prolific of notetakers, but there is no worry because his lectures can be found in their entirety in the text book.

READINGS: The text book (*Public Policies Toward Business*) is a massive compilation of dry facts, so typical of the Irwin Series of Economics. It is the standard text for such a course at many universities, and the reaction seems to be that the book is a valuable reference but extremely tedious to read. This text is supplemented by rather interesting reprints from current periodicals such as *The New Republic*. Readings in Galbraith's *New Industrial State* are also assigned. The reading load is not overbearing and the cost of the text (about \$8) can be relieved by the abundance of used books.

ORGANIZATION: There are three tests and a comprehensive final. They are essay tests in which the student has a choice (e.g., eight out of ten) of essays. The tests are not overly difficult if one spends a moderate time studying notes or has read and reviewed the text. There is one paper (10-15 pgs.) on a topic of current import such as Ralph Nader's attacks on the F.T.C. Any reasonable effort on the part of the student should give him a B, and the slightest extra effort, an A.

COMMENTS: While the course is not exactly an invigorating educational experience, it is a valuable background for students interested in the problems of public regulation in our capitalistic economy. It is an area of great contemporary import with the rising public pressure for governmental action in the fields of auto safety, pollution, conglomerates, etc. Fr. Fitzgerald has drawn mixed reactions from his students, primarily due to the dry material. Most agreed, however, that he is extremely competent in his field, and he will take personal interest in his students.

Economics 456
Wage Determination, 9 TT 11
William Leahy

CONTENT: This is a one-semester course offered regularly in the fall. It can be divided into two parts. The first half of the semester is spent laying the theoretical groundwork for the course. Such topics as the theory of wages, labor markets, and marginal productivity are discussed. In the second half of the course, unionization and collective bargaining are discussed and related to the theoretical presentation.

The major emphasis of the course is the interrelationship of labor, management, and unions, and what part each plays in collective bargaining procedures.

Micro Economic Theory is a prerequisite for the course. The composition is mostly seniors and graduate students in the economics department.

PRESENTATION: Mr. Leahy prefers a seminar atmosphere, therefore discussion is readily accepted. His lectures are of high quality and are well prepared, but very informal. Questions are expected.

READINGS: The text for the course is *Theory of Wages and Employment* by Catter. It is very small in size but very difficult to digest. But the supplemental articles given out in class help in understanding the material. There is ample time given for each reading assignment.

ORGANIZATION: There are no tests in this course. A lengthy term paper and class participation are the basis for the final grade. The distribution of grades was fair, with the participants getting A's and B's.

COMMENTS: The course offered by Mr. Leahy is a very significant educational experience. It is especially recommended for those economic majors who seek a better understanding of the modern components of labor-union-management problems. Mr. Leahy is a man completely dedicated to helping students to learn and grow, both in and out of class. I would not recommend this course for majors outside of economics because a knowledge of micro-economic theory is required.

One suggestion for improving the course might be to eliminate some of the theory and use that time to discuss particular contemporary labor problems.

Economics 471
International Trade I, 1 TT 3
R. Hansen

CONTENT: Mr. Hansen will be teaching the basic theories governing international trade. This course could be termed an introduction to international trade since the only prerequisite is Principles of Economics. Also, the course will consist predominately, if not entirely, of undergraduates.

PRESENTATION: Mr. Hansen hopes to be able to teach the course in a semi-lecture style with a good deal of class participation. He stresses the idea of making the class relevant and will attempt to incorporate as many current events as possible.

READINGS: There will be either one or two basic texts and the rest of the material will deal with current events as related to international trade.

ORGANIZATION: A mid-term and final will be the basis for determining a grade. Class participation will come into play in borderline cases.

COMMENTS: The course should prove to be worthwhile for anyone having an interest in international trade. Mr. Hansen's appreciation of relevance could make this course a very interesting educational experience.

Economics 473 Comparative Economic Systems, 1 TT 3 Roger Skurski

CONTENT: This course describes and analyzes the three basic economic systems—socialism, capitalism, and communism—in theory and as they are practiced. Other models are also presented to the student. The economies of several countries are discussed in detail; Russia, Eastern and Western European economies received the most emphasis. The class is composed mostly of junior and senior economics majors, but non-majors are not at a significant disadvantage. Prerequisites: Econ. 23 or 13 or equivalent.

PRESENTATION: The classes consisted almost entirely of straight lecturing by Mr. Skurski. Discussion and questions were lacking usually, although always encouraged. The subject matter of his lectures is well organized but often extremely dull. Dry lecturing and an unresponsive class combined to produce some very wearisome afternoons. It is fortunate that this course is not offered in the morning. There were a few good discussions and these proved to be the most interesting classes. Mr. Skurski is a good discussion leader. He must also be considered very knowledgeable.

READINGS: The texts for the course include a hardcover, *Comparative Economic Systems* by M. Bornstein (\$8.50), and two thick paperbacks: *Modern Capitalism* by A. Shonfield (\$2.95) and *The Economics of Soviet Planning* by A. Bergson, the latter being on reserve. There is an enormous collection of other articles on reserve which are also required. Unless one is interested in the subject matter, the reading material is tedious. However, few students do all or even most of the reading that is required for the course. It is not necessary to do so to obtain a good grade, if that is your main concern. Some students say the readings supplemented the notes; others considered them superfluous. Bornstein's text, a compilation of essays, is excellent. It presents the material well and is the best single source of information outside of notes.

ORGANIZATION: There are no papers or projects. There are two examinations and a final. The examinations consist of 1 or 3 essays. You have a choice in the selection of one question at least. On these tests you must be able to compare and contrast economic systems and theories. The questions are clearly stated and usually broken down into parts. The final is comprehensive although emphasis is placed on the latter part of the semester. The tests are fair. A good set of notes is your most important asset come test time. The student is then left with the dilemma of reading a few articles thoroughly or many articles cursorily. To be assured of a good grade make sure you do one or the other. In determining the final grade the two examinations are weighted 1/4 each, the final 1/3, and class participation counts 1/6. The average grade last fall was B-.

COMMENTS: This course should be regarded as a significant educational experience if one is interested in learning about other

economic systems and theories. I would take this course over again. The classes usually number between 15 and 20 students. Mr. Skurski welcomes almost any sort of question. Thus a seminar type atmosphere is afforded for rapping on economic theories, issues, and policies of the U.S. and other countries—a unique opportunity in the Dept. of Economics. It should not be left unsaid that Mr. Skurski is interested in the course material, and more importantly, his students. He is a good man outside of class too.

Economics 499 Urban Work Studies Seminar Departmental Advisor Chosen by Student

CONTENT: This course will be offered again next fall. This flexible course may include a second semester, depending upon the nature of the urban work and the success of the student. Its aim is to enable the student to confront and solve real urban problems. The student will choose to work with one of the South Bend organizations which seek to alleviate discrimination, pollution, labor problems, etc. For example, a student might serve as an assistant to the director of the program, attend meetings, and work with people within the organization. Juniors and seniors are given preference in this non-academic course. Because it does not deal exclusively with economics, it is open to students of all departments and colleges.

ORGANIZATION: Each student's department assesses the proposed urban project and determines the credit hours. In the past the range has been from two to twelve hours per semester. The student chooses a faculty advisor from his department to direct his work. Usually there are no tests or reading assignments. The faculty advisors often require a term paper or report at the end of the semester. The faculty advisor bases the grade on the student's effort in his project and on any outside assignments. Periodically, a faculty member and students in the course meet to discuss their projects, providing insights into their work.

COMMENTS: The Urban Work Studies Seminar provides an opportunity for the student to receive credits for work outside the classroom. For the more mature student this non-academic course enables him to broaden his college experience and to make a positive contribution to society. It presents the socially conscious student a challenge, a means for creativity, and a chance to actually see and solve urban problems. Any interested student should first get preliminary approval from his department and then see Professor Thomas Broden, Director of Urban Studies Institute, for a list of organizations and further information.

Economics 545 Public Finance: Federal, 8 TT 9 Thomas Swartz

CONTENT: The course is designed to give the student an understanding of the taxation and expenditure policies of the federal government. The course is policy oriented, and deals with many of the contemporary approaches to economic problems. Some of the specific topics treated are inflation, welfare, poverty, unemployment, economic growth, and the national debt. Dr. Swartz's permission is required to enter the course. Economics 101 and 102 are prerequisites. The course is limited to ten to fifteen students, at least half of whom are graduate students.

PRESENTATION: Dr. Swartz's lectures provide an introduction to the various aspects and problems of public finance. These areas are then explored through selected readings and discussed in class. Dr. Swartz's presentation is interesting. 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, feeling that the stress should be placed only on the ideas.

READINGS: The reading list for the course is extensive and demanding. It is necessary that the student keep up with the readings. Consequently, he will find himself visiting the reserve book room several times each 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 serious study proves rewarding. Some of the reserve book room readings can only be described as dry, but in general they are informative.

ORGANIZATION: The course is a seminar and 1/3 of the grade is based upon class participation. The mid-term and the final

together count for 1/3, and the remaining 1/3 is based upon a 13-page paper. Dr. Swartz admits to being a "hard-nosed grader," but the students generally agree that he marks fairly.

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

English

Richard Bizot
English 469
Aesthetes and Decadents, 2 TT 4

CONTENT: British literature of the late-Victorian period (roughly the last third of the nineteenth century). Poetry, non-fiction prose, fiction and drama, plus allusions to the graphic and plastic arts and to what was going on in France. Principal figures: Ruskin, D. G. Rossetti, Swinburne, Morris, Pater, Wilde, the early Yeats; also: Symonds, Beardsley, Beerbohm, Dowson, Johnson, etc. No prerequisites, although exposure to another 19th century British course is advisable. Student composition is fairly equal between juniors and seniors.

PRESENTATION: There is a great amount of discussion mixed in with the lectures. Mr. Bizot, an excellent lecturer, switches back and forth from formal to casual delivery, depending upon the class's preparedness. Lectures bring in information about the entire period, as well as the particular author or movement being studied.

READINGS: At least eight books will be required, both anthologies and novels. All are paperbacks, most under \$2.00. Sufficient time is given to read the texts, *if the student gets down to reading them*; i.e., one or two are rather dry.

ORGANIZATION: Specifics are unknown at this time, but an educated guess would require several papers as well as at least a final exam from each student. Examinations will be difficult and individual thought will have to be exhibited, before anyone will receive an A. The final grade is evolved from written performance as well as class activity. Class attendance is quite important as a great deal of examination material comes out of the discussions.

COMMENTS: This is the specialty course for Mr. Bizot; it covers a large amount of material, some of which is not the most exciting. A great deal of reading may be anticipated. Previous knowledge of the era is not necessary as the survey texts cover the field adequately.

Mr. Bizot knows this era in depth and may be relied upon to do his usual fine job of teaching. He will expect specifics from the class, and wants to see initiative.

While this is certainly far from the easiest course being offered next fall, it can be an extremely enjoyable experience. The course is recommended for English majors, but *all* students should see Mr. Bizot before signing up. There is always the fear in a fine teacher exposing a class to this period, that they may go Wilde.

Joseph Brennan
English 387
American Poetry to 1900, 10 MWF

CONTENT: The first two weeks of this course will be a survey of early American poets prior to Bryant, Dickinson, Emerson and Robinson. These nineteenth-century poets will be developed during the balance of the semester. Readings will be taken from three texts: *American Poetry*, an anthology edited by Rideout and Robinson; *Leaves of Grass*, Walt Whitman; and *Final Harvest*, a collection of Emily Dickinson's works edited by Johnson.

PRESENTATION: A final comprehensive exam will be required of all students taking this course. During the semester, three or four short assignments four to five pages in length will be scheduled depending on the number of students in the class. The final exam constitutes one fourth of the grade. Greatest emphasis is placed on papers but also important for grading is class participation. Study guides on the major poets will be provided by Dr. Brennan as preliminary directives for understanding the symbolism, imagery and techniques of individual poets.

COMMENT: Dr. Brennan obviously enjoys teaching. The atmosphere he creates through his stimulating lectures challenges his students to work hard. He encourages class participation, particularly with poetry because it is conducive to frequent discussion. Dr. Brennan ties themes and images together so that the student can more readily recognize poetry's obscure meanings. Anyone considering this course should be capable of writing a coherent, thoughtful essay. The quality of writing as well as the quality of thinking decides the grade.

Eugene Brzenk
English 312
The Education Novel, 1 TT 3

English 466
Two Cultures, 4 TT 6

CONTENT: Neither of these one-semester courses has been offered before. Two Cultures and the Education Novel cut across traditional lines of time, place, and genre in order to follow their themes to their conclusions. The Education Novel traces the theme of the development of a young man from such eighteenth-century English works as *Joseph Andrews*, though nineteenth-century France in Stendal's *The Red and the Black*, to twentieth-

century America where it pops up in Thomas Wolfe's *Look Homeward, Angel*.

Two Cultures follows the intellectual warfare between what we would call the sciences and the humanities from the Renaissance to the present. Each age expresses this conflict in different terms: ancients versus moderns in the Renaissance, the Battle of the Books in the eighteenth century, science against the humanities in the nineteenth century, and more recently, the "two cultures debate" of our own time.

No prerequisites. Though he sees them primarily as courses for juniors and seniors, Professor Brzenk encourages others with an interest in the subject-matter, even graduate students, to sign on.

READINGS: The Education Novel will focus on a core of six novels: James Joyce, *Portrait of the Artist*; Thomas Wolfe, *Look Homeward, Angel*; Henry Fielding, *Joseph Andrews*; Stendal's *The Red and the Black*; Samuel Butler, *The Way of All Flesh*; and Thomas Mann's *Magic Mountain*. In addition, students are encouraged to study other education novels by such writers as Goethe, Rousseau, Meredith, Flaubert, John Knowles, Dickens, and Thackeray.

Two Cultures will consider, among others, some works by Thomas Hobbes, Francis Bacon, Jonathan Swift, Thomas H. Huxley, Matthew Arnold, Thomas Carlyle, C. P. Snow, and F. R. Leavis.

ORGANIZATION: Professor Brzenk encourages discussion; to focus it he frequently assigns short presentations to class members. There will, of course, be papers, the number and length depending on the interests of the class. Perhaps a mid-term and a final.

COMMENT: Veterans of Professor Brzenk's courses say that he is open and approachable. One does not often fill four looseleaf pages with notes in a single class, but the discussions are crisp and valuable. His courses are most successful when students bring enthusiasm and direction to complement his professorial knowledge and quiet wit. The work load is not prohibitive, but Professor Brzenk expects students to seek out problems and follow them through. Toward this end, he confers with students both before and after papers are written.

Richie Ashburn English 547 Anatomy of the Colon, 8 TT 12

CONTENT: In this crowd-pleaser, Little Dynamite, as former Cardinal announcer Harry Caray used to call him, will expand the scope of the course far beyond the digestive tract, perhaps even touching upon the physiology of the period. Nor will problems with contractions and expansions be overlooked by the hard-hitting switch-hitter.

PRESENTATION: Mr. Ashburn hits from both sides of the dish, but his specialty is the colon. He'll indicate the little mark by punching both fists, poking both fingers, and making the accompanying poing-poiing noise. With a little help from him, your sentences will all begin to sound like the opening overture from the Spike Jones Show.

READINGS: After a cursory reading of the *Harbrace College Handbook*, the class will work mostly with Mr. Ashburn's mimeographed handouts with such vibrant topics as: "The Hyphenized Resolution of Schizophrenia in the Compound Adjective Syndrome"; "The Exclamation Point and You"; "Questions of Question Marks"; and "Telescoping the Lunar Ellipsis."

COMMENTS: A lot of us have spent months, even minutes, trying to brush up on our punctuation. This course, in remedial punctuation, has been designed for us, for our needs, for our long weepings into the night.

Carvel Collins English 482 Seminar on Herman Melville, 1 Th 4

CONTENT: The *raison d'être* of this course is to study the literary manifestations of the genius of one American author—Herman Melville. To this end a selection of Melville's works will be read and discussed in an attempt to, if not fully understand that genius, at least trace the development of its vehicle of expression—Melville's literary talent. This course is comprised, for the most part, of junior and senior English majors. However, the interested non-major is more than welcome. The course is limited to twenty students; the prerequisite is one previous American literature course.

PRESENTATION: Professor Collins does not lecture. This is a seminar course and the members of the seminar are responsible for the discussion. Most students soon discover, however, that some of the most interesting moments of this course occur when the discussion lags and Dr. Collins subtly displays his vast knowledge of his field. This in no way implies that the discussions, in general, are not worthwhile. They are, but their value ultimately depends on the interest and the preparation of the students in the course.

ORGANIZATION: Each student is responsible for two papers. One is a major term paper that will be due near mid semester. These papers will be xeroxed and distributed to the class for reading and discussion. The other paper is a short preface or introduction to any one of the works which the student might pick. This is only a short, orally delivered paper, but one which should be nevertheless conscientiously prepared. There are no tests and no final. Three-fourths of the final grade is based on participation in the discussions. The average mark is usually a B.

READINGS: The required readings are: six novels (of varying worth), seven short works, a number of poems (interesting but of dubious quality), and a brief selection from what is probably the most complicated work of literature in the English language.—*The Confidence Man*. All the works are available in paperback; the total cost should be no more than sixteen dollars.

COMMENTS: Ostensibly, because of what seems a light work load and a relatively leisurely reading schedule, this course might be considered as requiring little work—the ideal course for the student interested in reading and learning without over-exerting himself. Ostensibly this course would seem ideally suited for that type of student. It is not. The *light* reading load is deceptive. This is a seminar and because each student is responsible for intelligently contributing to the discussion, a *mere reading* of the works will not be sufficient. The seminars last three hours and if one is not well prepared it becomes exceedingly evident. Professor Collins is, without a doubt, one of the most knowledgeable and interesting men at the University. Further he makes himself constantly (precluding, of course, the pre-noon hours) available to his students. I can only conclude this by stating that every one of the students who had this course last year considered it one of the most worthwhile of all the courses that they had taken at the University.

Walter Davis English 447 Metaphysical Poetry, 10 MWF English 540 Book as World, 2 MWF

ENGLISH 447:

CONTENT: The bulk of the course will consist of a close and complete reading of the major poets called "metaphysical," those poets of the 17th century who have been seen by moderns as combining intellectualism and emotion more fully than any others before or since. These are John Donne, George Herbert, Henry

Vaughan, Richard Crashaw, and Andrew Marvell. Toward the end of the course, general questions will be discussed, such as the nature of metaphysical poetry, its relations to 20th-century poetry, its rise, diffusion, and history. The course will proceed almost entirely by discussion, and will require two short papers, midterm and final exams, and a term paper.

PRESENTATION: Mr. Davis' courses are generally orientated toward student discussion of the material. Mr. Davis is careful, however, not to let the discussions lapse into irrelevancies. He generally lectures before starting the discussion, and his lectures are excellent: crisp, witty, and always to the point. His manner is relaxed and informal, and he is always open to questions. Mr. Davis is noted for his highly organized and well-presented courses, and these should be no different. He encourages discussion and research, and allows a free exchange of opinion in his classes.

ENGLISH 540:

CONTENT: The course is conceived in three segments:

A) The tradition of Menippean satire: Lucian, *Selected Satires*; Petronius, *The Satyricon*; Apuleius, *The Golden Ass*; Erasmus, *The Praise of Folly*; Donne, *Ignatius his Conclave*; Swift, *The Tale of a Tub*.

B) The major examples of the book as world: Rabelais, *Gargantua and Pantagruel*; Burton, *The Anatomy of Melancholy*; Swift, *Gulliver's Travels*; Sterne, *Tristram Shandy*; Joyce, *Finnegans Wake* (in the abridgment of Anthony Burgess). These will be read together, with perhaps student papers on particular aspects of the works.

C) Some modern versions of the world in the book: James Agee, *Let Us Now Praise Famous Men*; William Burroughs, *Naked Lunch*; Northrop Frye, *Anatomy of Criticism*; John Barth, *Giles Goat-Boy*; Thomas Pynchon, *V.* and perhaps several other works. A term paper will be required in addition to the shorter exercises. Intended for advanced undergraduate and graduate students, a previous course in the novel is recommended but not required.

COMMENTS: Mr. Davis brings a tremendous background into these courses, both as a well-known scholar and as an extremely competent teacher. The courses are challenging due to the amount of reading and the demands of Mr. Davis, but the enterprising student will find them extremely rewarding. At least one of Mr. Davis' courses should be required of every student *thinking of going into teaching, since they are models of organization and balance, and since Mr. Davis is capable of finding the proper mean between lecture and discussion in every class period.* The appeal of these courses, however, is not limited merely to those interested in teaching, or even to English majors. Any serious student who is willing to work, who is interested in the material, and who wants to take an excellent class that may well be the bright spot of his week should consider one of Mr. Davis' courses.

James Doubleday
English 410
Age of the Hero, 2 TT 4

CONTENT: A study of the nature of the hero and of the heroic situation in early medieval epic, heroic poem, myth and legend. We will study works from Old Irish (the *Tain Bo Cuailnge*, or "Book of the Dun Cow"), Old Welsh (the *Mabinogion*, *Culhwch and Olwen*, *The Dream of Rhonabwy*), Old English (*Beowulf*, *Finnesburg*, *The Battle of Maldon*), Old French (the *Song of Roland*), and Old Norse (some of the Eddaic poems, *Njal's Saga*, *Hrafnkel's Saga*, the *Saga of Grettir the Strong*), all in translation. The course will be both a detailed study of these particular works and an examination of such fundamental problems as the character of the hero in the "heroic age," his function within his culture, the nature of the code that he embodies and serves, and the attitude of the poet and his audience towards the hero. The general student, and even the student of literature, now knows the hero only in degenerate forms (the pulp Western hero) or in anti-type; this course is an attempt to understand his original nature.

READINGS: Not yet entirely determined. There is a good translation of the *Mabinogion* and the other Welsh poems by Gwyn Jones and Thomas Jones in the Everyman Library, and a good one of *Njal's Saga* by Magnus Magnusson and Hermann Palsson in Penguin. There are a number of translations of the *Song of Roland* available in inexpensive editions. For *Beowulf*, Mr. Doubleday will most likely use Raffel's translation.

J. P. Dougherty
English 587
Modern American Poetry, 9 TT 11

CONTENT: This course selects from the modern and post-modern tradition a sequence of poets whose subject is the relationship of man to neo-romantic "nature"—Robert Frost, Robinson Jeffers, William Carlos Williams, Theodore Roethke, James Dickey, Robert Bly, James Wright, and Gary Snyder. While it is the pastoral which unites these poets, most of them write in other styles, too; the full range of each man's work will be considered, since often the significance of "nature" is only clear by juxtaposition.

PRESENTATION: Hopefully, the class will entail large amounts of discussion, with perhaps presentations done by several members. The class is open to *graduates* and *undergraduates*. This is important, as it may have been listed incorrectly in the University listings.

READINGS: The basic texts will include the following: *Naked Poetry*, S. Berg & R. Mezey; *Silence in the Snowy Fields*, Robert Bly; *Poems 1957-1967*, James Dickey; *Selected Poems*, Robert Frost (Ed. Robert Graves); *Selected Poems*, Robinson Jeffers; *Words for the Wind*, Theodore Roethke; *Ri-prap. and Cold Mountain Poems*, Gary Snyder; *Selected Poems*, William Carlos Williams. There will also be some outside readings, for example, Emerson's *Nature*, selections from the prose of some of the poets, and readings in criticism.

ORGANIZATION: Students will write a final examination; a 20-page research paper; and either a parody or serious imitation of one of the poets, or a second critical paper of about 15 pages.

COMMENTS: It is all a question of style. Or almost. For the student who wants a professor who comes on hard, who is "dynamic" and "exciting," Professor Dougherty tends to be somewhat disappointing. But the man is brilliant and among the most conscientious professors at this University. His interests are wide-ranging and his excellence in this field is unquestionable. More than that, he is a warm and gentle man, one who will always make his students feel they have something genuine to offer, one who insists on responding to their efforts with energy and care. The course will be as good as you want to make it: this is the story for most of Professor Dougherty's courses. But the man will give you all he can, whether or not you choose to respond. And that may be praise enough.

Joseph Duffy
English 421
Tragedy, 1 MWF

CONTENT: The course is not exactly a survey of tragedy. It is not simply an attempt to arrive at a generalization concerning the nature of tragedy; nor is it a quick ride through history with a fleeting glimpse at the plays that are studied. Although the plays covered span 2400 years of literature, Mr. Duffy studies each drama as a literary whole, not merely as a part of the tragic tradition. Duffy believes that the ultimate questions of literature are not stylistic but moral. This is the stuff of the course: What comes of a man's life when he lives and when he dies — does he leave a "hole in the universe" by his death?

PRESENTATION: In the past, the tragedy course enrolled forty students; this year the course will be cut to twenty-five. Nevertheless, the bulk of the course material, the bulk of the wisdom, will be delivered in tight, unified and coherent lectures. But this year there may be some opportunity for brief discussions. In

most cases, though, the depth and complexity of the lectures will leave the student speechless. Duffy's lectures on literature are not strictly analytic. Whereas analysis dissects a play, takes it apart and leaves it less than it was, Duffy relates the play to the personal and moral life, thus making it a vital and vibrant organ.

READINGS: Mostly plays; one epic poem, *The Iliad*; and a philosophical work by Miguel de Unamuno, *The Tragic Sense of Life*. The plays: Aeschylus, *The Oresteia*; Sophocles, *Antigone*, *Oedipus the King*, *Oedipus at Colonus*, *Philoctetes*; Euripides, *Alcestis*, *Hecuba*, *The Bacchae*; Shakespeare, *King Lear*, *Macbeth*, *Measure for Measure*, *The Winter's Tale*; Tourneur, *The Revenger's Tragedy*; Middleton, *The Changeling*; John Webster, *The White Devil*; Racine, *Britannicus*, *Phaedra*; Chekhov, *The Sea Gull*, *Uncle Vania*, *Three Sisters*, *The Cherry Orchard*; Eugene O'Neill, *Long Day's Journey into Night*; Harold Pinter, *The Homecoming*; Brecht, *Mother Courage*; Jean Genet, *The Screens*; Beckett, *Endgame*, *Act Without Words*. Other books are strongly recommended and should be read, especially Nietzsche's *Birth of Tragedy*.

ORGANIZATION: In 1969, Mr. Duffy demanded approximately eighty pages of writing: two ten-page papers; two take-home tests; and a long (about forty page) final take-home. The paper and test topics are profound and demand serious and original work. Mr. Duffy's lectures are so excellent that the student feels a moral demand to reciprocate with excellence. That excellence must transcend scholarship, must become a matter of moral and imaginative examination. Duffy also permits his students to substitute poetry or drama for critical essays.

COMMENTS: Duffy's words would be best. "In the long run, art has no relevance unless it is manifestly linked with reality through the living-dying artist, through the living-dying circumstance, and the living-dying audience. Art with all of that desolating serenity has its source and effect in the commotion of the particular, in the desolation of the personal life. From the point of view of the audience this commotion represents each man's proprietorship of the actual. To bring about the eternal moment of art, we need the throbbing of the actual person, the realization of passing of time. This commotion is each man's proprietorship of the actual, accessible to the eternal power of art. The pulsation of the living person is required. There is a commitment to this world and the dream of another. In the artwork, we know so little about the life of the people; we have only the distillation of life — not life itself. Art has no reason to be superior because it is limited to this thing of time. Man, the concrete person, with all of his complications, can pierce through history and time to a sphere where endurance means nothing because endurance happens within time. Art requires an audience which can draw it out into the storm of circumstances of the audience's life." It is this belief that art elevates the person and that the person vitalizes art that lends such passion and excellence to Mr. Duffy's approach to literature.

John Gerber, C.S.C.
English 498

Seminar in D. H. Lawrence, 10 TuF 12

CONTENT: The Lawrence seminar, which was first offered last fall, is devoted, strangely enough, to the reading and study of the major fiction, poetry and non-fiction prose of D. H. Lawrence. Major emphasis is with the novels and poetry, but Lawrence is a man to be understood as poet or as novelist alone. Considerable attention is also given to his collected letters, his travel books, critical and psychological essays. Most of the students taking the course are junior and senior English majors. It is well to have read *Sons and Lovers* before the semester begins, and some knowledge of Romantic and Post-Romantic poetry, especially Blake's *The Marriage of Heaven and Hell*, is valuable.

PRESENTATION: The class is conducted as a discussion seminar. This is the one aspect of the course in which the students last semester were consistently disappointed. Discussions often lagged and rarely achieved that pitch which the quality and interest of

the readings might have seemed to warrant. The reasons for this are not entirely clear even in retrospect. But Fr. Gerber is aware of the problem and admits not only the need but the intention of improvement in this respect. When contacted he already had several ideas for generating more substantial group engagement in the seminar next fall. Though not without direction, he is willing to let the seminar develop along the lines of the students' native inclinations, should their interest suggest a new approach.

READINGS: The reading load is relatively heavy. Generally, a new book is assigned for discussion each week, and there are a number of long novels to be covered. However, Lawrence is always interesting, and the students, when questioned, never felt cheated or put upon by the time spent in reading him. Approximate cost of the books is \$20.

ORGANIZATION: There are no tests. Fr. Gerber expects sometime during the semester three ten-page essays or some single equivalent project arranged individually with him. The essays are to deal with some specific work of Lawrence or with some aspect of his genius. In addition there is a final paper (of any length) summing up in some way — personal or critical — the individual student's response to Lawrence. The final grade is based primarily on the four papers. Some consideration is, of course, given to the quality of the student's contribution to the seminar. The average final grade is B+.

COMMENTS: Lawrence is a great man and a great artist, and even if one does not agree with the assumptions of his life and of his art, they are of such stature that they must be contended with. To come into contact with Lawrence is a great humanizing experience, and one which none of the students regretted, even those who found themselves in sharp disagreement with his ideas. Fr. Gerber knows his subject well, and although his own unabashed sympathy with Lawrence predictably orients his presentations, he does not try to coerce the student's own developing response to Lawrence. Any shortcomings of the seminar experience itself were more than compensated for by the electrifying presence of Lawrence himself in the books he left us.

Louis Hasley English 390 The Literature of American Humor

CONTENT: A study of the humorous literature of America with attention to its origins and with emphasis on Twain, Lardner, Thurber, E. B. White, and several other twentieth-century writers. No prerequisites. Student composition is an equal mixture of juniors and seniors, both majors and non-majors.

PRESENTATION: The class is conducted as a mixture of lecture and discussion, running about 60-40. Mr. Hasley's lectures cover the material adequately and encourage the student to make comments. The lectures follow the material as it is read. Mr. Hasley follows a rather tight schedule, but he manages to present a great deal of material.

READINGS: Ten paperbacks, both anthologies and individual works, are to be read, total cost of which is \$15.00. Sufficient time is given to read the material, all of which, by nature of the course is interesting.

ORGANIZATION: Three papers totaling about 2500 words are required. In addition, three tests will be given. Mr. Hasley is not a difficult grader, but he expects precision in language as well as legibility in hand-written reports (and tests). The final grade is determined by performance on the tests and papers, with consideration given to class participation as well. The usual grade is a B.

COMMENTS: This is an excellent background survey course. The class is introduced to a number of early American authors before moving to the better known humorists of the past century. Mr. Hasley encourages class discussion and works to bring about an understanding of the different styles of the various authors. The readings are pleasurable and not too demanding. Adequate

notice is given for both the papers and tests. At semester's end, most will have reached a better understanding of the how's and why's of literary humor.

Thomas Jemielity
English 328
Satire, 10 MWF; 2 MWF
English 451
Seminar: Gibbon, Johnson, and Boswell,
10 TT 12

ENGLISH 328:

CONTENT: The course's aim, in the words of the instructor, is "to clarify the nature and the elements of satire by focusing on the work of several satirists in classical, eighteenth-century, and modern times." The course is being offered for the second time.

PRESENTATION: Although the lecture format will predominate, the enrollment will be strictly limited to thirty students in each section to encourage and enable as much questioning and discussion as possible.

ORGANIZATION: Some combination of shorter (300-450-word) and longer (900-1500-word) essays and written examinations. In the past, Jemielity has usually sprinkled four or five of these exercises throughout the semester. Mr. Jemielity has been known to include "objective" exams on his lecture material, to the distress of many concerned.

READINGS: The satirists to be studied are: Juvenal and Horace; John Dryden, Alexander Pope, Samuel Johnson, and Jane Austen; and Evelyn Waugh, Kurt Vonnegut, Jr., Bertolt Brecht, and Samuel Beckett.

The eighteen required texts from these authors seem imposing in both cost and volume, but the readings are frequently short, with very few exceptions intriguing and delightful, and to most students not at all oppressive. A list of texts and a syllabus will be available from Mr. Jemielity's office (G-11) during pre-registration.

COMMENTS: Satire, aside from the more weighty literary and ethical significances (which it most assuredly has) is tremendously entertaining stuff. And Jemielity, with his arid irony and gentle sneer, is a fine man to teach it. His lectures and pre-lecture warm-ups are in general finely wrought and executed. Jemielity is at his best, however, when the class is active in challenging, probing and discussing. His ironic air unfortunately tends to intimidate some students, but he is patient and thoughtful in his treatment of questions and discussions. When the students are passive, though, Jemielity's disappointment shows in the atmosphere and grades. Some students also complained that insufficient attention was given to the more general concerns about satire, its qualities, characteristics and problems. In spite of these criticisms, Jemielity is a superb teacher, conscientious, thought provoking, and genuinely enjoyable. Satire makes for a fascinating, significant, and very much contemporary study, and the course and teacher are finally to be highly recommended.

ENGLISH 451:

CONTENT: Says Jemielity: "This seminar will study the relationship between the public and literary image of a writer as it appears in his non-autobiographical writings and the private image of the man revealed in autobiographical writings, public or privately concerned."

PRESENTATION: The seminar will proceed by way of fifteen to twenty-minute classroom presentations prepared by students, two or three of which will be submitted as formal essays within a week of their presentation in class. Both the presentations and the essays are graded.

READINGS: The public man will appear in Gibbon's *Decline and Fall of the Roman Empire*; in Johnson's *Vanity of Human Wishes*, *Rasselas*, some of his periodical essays, and biographies like *Richard Savage*, *Alexander Pope*, *John Milton*, *John Dryden*, and *Thomas Grey*; in Boswell's *Life of Johnson* and the *Journal of a Tour to the Hebrides*. The private man will appear in

Gibbon's *Autobiography*; in Johnson's prayers, diaries, and letters; and in Boswell's *London Journal*. A list of texts and a syllabus will be available from Mr. Jemielity's office, G-11, during pre-registration.

COMMENTS: Jemielity insists on conducting a seminar as a genuine seminar, and as a consequence the success of the course will depend largely on the caliber of the students who enroll. (Enrollment is, incidentally, strictly limited to twenty students, and the seminar is open to non-majors.) Jemielity's intrusion (in a good class) will be minimal, though always helpful and insightful and at times brilliant. The eighteenth century is Jemielity's field of specialization and within that field, Jemielity is a Johnson-Boswell-Gibbon freak. He is also an extremely fine teacher: patient, probing, consummately witty, and always interesting. The readings should inspire him to be at his best, which is very good indeed. Boswell's *London Journal* and Gibbon's acidic footnotes alone make the course worth taking. Highly promising.

William Krier
English 489
Modern American Writers

CONTENT: English 489 will be organized at the theoretical level by the aesthetics of endings. The simple question of why something ends will be asked through comparisons of short stories and novels in the works of Stephen Crane, Ernest Hemingway, F. Scott Fitzgerald, William Faulkner, and John Updike. The theoretical explanations reached in these discussions will be used to look at "books" of short stories that are in some way aesthetically united (tentatively: Sherwood Anderson's *Winesburg, Ohio*, Jean Toomer's *Cane*, and LeRoi Jones' *Tales*). Naturally, the course will also be concerned with the authors and with the works in and of themselves.

PRESENTATION: The class meetings will be structured discussion. Lectures will be brief and contextual. Mr. Krier mentioned that every effort will be made to arrange a more convenient time for the meetings, perhaps late Tuesday and Thursday afternoons.

ORGANIZATION: There will probably be two papers and no exams. Obviously, discussion will be an important part of the course.

COMMENTS: Professor Krier is probably the youngest member of the English department handling upper division courses. As such he is a teacher who still has a good deal of "student" in him, and I refer to this as a very positive quality. His lectures are not pat summaries, not always impeccably organized, but they are full of insight and represent attempts to grapple with difficulties rather than roundly close off issues. His insights are often incomplete or open-ended, but are, as a rule, brilliantly conceived and evocative of in-class discussion and outside-of-class reflection.

English 489 evidently will be more seminarish than the Hemingway-Fitzgerald course Mr. Krier is giving this semester; in light of the qualities he showed this semester, he should be more at home in such a classroom atmosphere. He is knowledgeable in the area, and the course should prove to be an excellent opportunity for English majors interested in it.

On the first day of class in September, Mr. Krier may tell you that his class will be poor and unexciting. Don't believe him, it's just some of that pedagogy he's learning.

Robert Lordi
English 345
Shakespeare, 1 MWF
English 443
Marlowe and Jonson, 9 MWF

ENGLISH 345:

CONTENT: This course, though a requirement for English

majors, is open to all upper-division students. Dr. Lordi will study approximately eighteen plays for form, substance, structure, and philosophy.

PRESENTATION: The course will begin with the comedies, move through the history plays and tragedies, and take at least one tragi-comedy. Dr. Lordi commands a prodigious knowledge of the subject. In his lectures he deals easily with both the philosophic and literary aspects of the works, as well as background material and amusing side-lights. He attempts to evoke meaningful class discussion by having members of the class prepare individual plays for presentation.

COMMENT: Dr. Lordi treats the plays as never exhausted works of art. He probes them for the beauty and meaning on all levels, ranging from the political to the psychological. This serious and academic concern is a virtue in itself, but perhaps it is most important in that his enthusiasm is generated in the students. Therefore, Dr. Lordi is able to transform the study of Shakespeare from a sometimes dull, pedantic exercise into a satisfying educational experience.

ENGLISH 443:

CONTENT: This course is to be an intensive study of Christopher Marlowe and Ben Jonson. Marlowe will be studied in his major tragedies, and some of his poems and minor plays; Jonson will be studied mainly through his comedies, but touching on his poetry and literary theories. The exact nature or the work load will be determined by the number of students in the class. However, the students will be expected to present reports on critical essays, a few papers, and a final examination will be the only test.

COMMENT: This is the first time that this course is being offered and though it is open to all students, only English majors or students with at least some survey courses in English should attempt it. Dr. Lordi has taught other courses in this area and will undoubtedly be able to give a deep, perceptive treatment of these two authors.

Barnaby Googe and Richie Wagner English 346

Writing Poetry of Love for Money, 9 Tu 9:15

CONTENT:

Sand images of all my lost loves
Pigeon droppings, the excrement of doves.
Miniskirts and pop-art ties
and all those sweetly saccharine lies
are more than any man can bear—
God, I've lost my underwear!
So now before the gulls return
I ask you what the Grecians urn.
The sand that sifts between your toes
grinds so gently on my nose:
Sand images of all my spilt ink
Pigeon droppings—the sun begins to sink.

PRESENTATION: Since enrollment is quite beyond belief, Googe and Wagner plan to lecture extensively and read daily from the indicated texts and from Googe's unpublished work *Sweetly Smells the Sagebrush Where My Love and I Do Lie*. Wagner will present orchestrated lectures on extended death scenes, surrealistic sobbing, the use of french horns, tryst and images, and elementary hysterics.

READINGS: Reading is discouraged; the student is invited to bubble with the soap of creativity rather than get tied down by the peripheral traditionalisms like rhythm, content and poetics. It is suggested however that the student have already taken English 131, seminar in Rod McKuen and Ogden Nash, and have purchased the *Collected Calendars of Rod McKuen, Bullfrogs and Bumpy Maidens* by Mr. Nash, and James Dickey's *Homage to Apollo*, as published in *Life*.

COMMENTS: If Love is to have any place of relevance in a Contemporary society, it must be shown to be creative and to open into broader, more Humanistic concerns: i.e. the attainment of affluence. As such, it must ooze forth from the Minds and Souls of Academicians everywhere. This course "fills the bill."

Leslie Martin

English 351

English Literature, 1660-1745, 10 MWF

CONTENT: Readings in British Literature from the Restoration to the death of Swift. Materials studied include verse, satire, lyric poetry, the drama, essays, and prose fiction. Authors: Dryden, Butler, Addison, Steele, Etherge, Wycherly, Congreve, Farquhar, Gay, Pope, Swift, Defoe, Fielding, and related minor figures.

READINGS: Tillotson, Fussell, Warmgrow: *The Literature of the Eighteenth Century*, and a few paperbacks — including either *Tom Jones* or *Jospeh Andrew*, *Moll Flanders* or *Robinson Crusoe*, and *Gulliver's Travels*.

ORGANIZATION: A lecture course with opportunities for discussion where pertinent. Occasional examinations and short papers of a critical nature: midterm and a final examination.

COMMENTS: Professor Martin's lectures are fresh and spontaneous yet they are loaded with challenging and substantial material. Ofaen resorting to a self-perfected method of "Socratic dental flossing," Mr. Martin attempts to draw from the Platonic caverns of his students' minds the literary bits and pieces he directs into flowing, unified ideas. The resultant responsibility of the student is not only to keep up with the readings, but also to form some coherent personal understanding of the material as a preparation for class. With these background duties attended to, the lectures become quite interesting and intensely enjoyable. Mr. Martin's grand feats in vocabulary proficiency and literary trivia have won him campus-wide renown. His keen, penetrating humor rivals the wit of the Pope-Johnsonian sources from which it is derived. In the past, students have registered dismay over Mr. Martin's habitual delay in returning late assignments; but once he does get to the homework, Mr. Martin comprehensively reviews and honestly evaluates each paper. Leslie Martin is foremost in outgoing personality and teaching ability. Anyone who lacks the experience of his tutelage must term his Notre Dame education incomplete.

John Matthias

English 307

Elementary Poetry Writing, 1 TT 3

English 407

Advanced Poetry Writing, 2 TT 4

ENGLISH 307

This course was set up to fill the new Liberal Arts College requirement. It differs from the advanced class in its conception, and so in its format. The writing of poems is an act whereby a person recognizes in himself the human potentials to communicate with other men, and transform his experience into an object of meaning and beauty. But being a poet himself, Mr. Matthias knows that this glory of poetry is a result of the hard, sometimes inglorious work of writing it. (Xanadu wasn't built in a day.) Since this is a beginning course, it will require much basic work, such as reading poems and criticism, learning prosody, and writing imitations. There will be quizzes and critical exercises, as well as creative work. Texts, which will include critical studies and anthologies of modern poetry, will be announced. Those wishing to enroll should submit a manuscript of five poems to Mr. Matthias as soon as possible.

ENGLISH 407

The purpose of the course is to help those enrolled with the difficult task of writing good poems. It is assumed that each member of the class can benefit from criticism (in the real sense of the term) by the other members, so the critical work done in the course is as important as the creative. Poetry written by class members is dittoed and distributed to others in the class, who write formal and hopefully critical responses to it. Each class meeting focuses upon the work of a single poet; every as-

pect and implication of his poetry is scrutinized, and each possible weakness questioned. The seminar-style discussions often go for several hours. This semester, course members read their poetry to freshman English classes, and received written criticism from them. Mr. Matthias plans to continue this practice next year, and to set up a similar arrangement with his beginning writing course. Material requirements: *The New American Poetry* (Ed. Donald Allen) and one recording tape (\$3.00, approximately). Other requirements: a working knowledge of prosody, a feeling for at least some of the poetry of the last half century, and an urge to write and write on. A manuscript of five poems should be submitted to Mr. Matthias by all interested.

ENGLISH 597:

CONTENT: This is fundamentally a lecture, survey type of course. It delineates the trends in twentieth-century British poetry. This means that it begins with the work of the classical modernists, moves through various anti-modernists' reactions, to the complexities of the current literary scene. In other words, this is a course about British poetry, taught by the editor of the definitive American anthology of British poets. Should be exciting.

READINGS: *Book of Modern Verse* (paperback); David Jones, *In Parenthesis*; T. S. Eliot, *Waste Land and Other Poems*; Ezra Pound, *Selected Poems*; W. H. Auden, *The Orators*; *Poetry of the Thirties*; D. H. Lawrence, *Selected Poems*; *Twenty-three British Poets*, Matthias (Ed.).

ORGANIZATION: There will be one long paper, and an essay final exam.

COMMENTS: Any literature which exists only on the shelf may die, but poetry is alive at Notre Dame, a vital part of personal and political processes; people are liking it and doing it. Mr. Matthias is among those most responsible for this happy situation. He knows many British and American poets who are doing important work now, and he is doing such work himself. Two volumes of his poems are being published this year, as well as *Twenty-three British Poets*, an anthology he is editing to introduce important British writers to readers in this country. An extraordinary thing about Mr. Matthias' outside political and literary interests is that they never become preoccupations. He brings those interests into the classroom; along with his solid academic background, they make his class exciting and intense. Perhaps the best way to indicate his outstanding ability as a teacher would be to list all the things he has helped his students to accomplish. He believes firmly that undergraduates can write good poetry and criticism of high quality. That belief, and the stimulation of his own creativity and insight, have enabled many of his students to do it. He is one of the very best.

Paul Rathburn English 345 Shakespeare, 9 MWF

CONTENT: In the past, Professor Rathburn has divided his course into three sections: Histories, Comedies, and Tragedies. This year, the attempt will be to move away from what he terms these "arbitrary divisions" in order to study Shakespeare's work as it develops over the course of his life. Professor Rathburn feels this kind of approach may prove more interesting both for the students and for himself. The course will examine briefly, for example, the London in which Shakespeare made his career, the literary influences on his work, and the changes in his art over a lifetime. Although the emphasis will still be on the major plays, Mr. Rathburn also hopes to include some of the lesser plays (for example, *Titus Andronicus*), the poetry, and perhaps a few plays by contemporary artists. The course is open to any sophomore, junior or senior student in the University.

PRESENTATION: Because enrollment will probably be large and of mixed background, the course will be mostly lecture. However, Professor Rathburn is always open to questions, comments, arguments and avoids as much as possible any strict structure. The

approach will be primarily quasi-chronological, with a short introductory statement on drama and, again, an emphasis on the development of Shakespeare's art. Exams will cover both lecture and readings.

READINGS: The primary text will probably be Hardin Craig's edition of *The Complete Works*. It is excellent, as are the suggested secondary readings (among them, Jan Kott, D. A. Traversi, Harold Goddard and C. L. Barber). Secondary essays have in the past proven to be of value both pragmatically and esthetically.

COMMENTS: To speak honestly of Paul Rathburn may well be to appear to offer thoughtless and perhaps unfair flattery. We gladly accept that risk in offering the following: Professor Rathburn is an excellent lecturer, one who has improved greatly over the past three years. He combines an enthusiasm and warmth with a fine knowledge of his material; a synthesis which makes learning a pleasure. He is at all times open to student participation, questions and independent thought. He is lacking only in the pomposity and disdain common (we are told) to many disciples of the Bard. His exams are as difficult as is proper, as demanding as the material they cover.

But these facts are in the end only as important as the things which together characterize Paul Rathburn as a man: it is the latter which shine through everything he does, and which leave the most indelible mark on any interested student. Of Samuel Johnson it has been written: "The greatness of Johnson is seen in the greatness of his temper. An intellect may be strong and active; it is only a temper that is great." We perhaps do not overstep our bounds in here repeating that statement.

Ernest Sandeen English 327 Poetry, 10 MWF

PRESENTATION: As Mr. Sandeen said on the first day of class, "lecturing is not my style." He offers pertinent remarks at the beginning of the hour and the class proceeds through a pointed and worthwhile discussion. There is also oral reading in class.

CONTENT: The aim of the course is to try to find out how poetry works by studying poems in various forms, traditional and "open," and by examining the resources of poetry—language, images, symbols, rhythms, sound effects, and structures of thought and feeling. There are no prerequisites.

READINGS: The two texts are anthologies, not books about poetry: *An Introduction to Poetry*, editor, Louis Simpson. New York: St. Martin's Press. *The New Modern Poetry*, editor, M. L. Rosenthal. New York: Oxford University Press.

ORGANIZATION: Five or six short papers and a final examination are required. The final grade will be an average of these grades, coupled with the general impression of the teacher.

COMMENTS: This is undoubtedly one of the very finest courses that I have ever taken. Both the teacher and the materials are excellent. I recommend this course without reservation to any fellow student interested in developing his appreciation of poetry. It is a fine educational experience.

One suggestion: Perhaps, on occasion, original poems by members of the class could be used in conjunction with the poems from the anthologies. This class seems to attract student poets and perhaps the evaluation of our work by the class and Mr. Sandeen would be profitable.

Raymond Schoen English 310 The Heroic View of Man, 10 TT 12

CONTENT: Throughout history, man has measured himself in terms of heroism; various cultures and ages have presented portraits of heroic action. English 310 will study some of these literary presentations and will attempt to discover whether or

not different societies agree that man is capable of heroic action. If so, the class will try to construct the form this heroic action should take. A study of the forms is essential to understanding the statements of a society's beliefs.

PRESENTATION: Lectures are rare in Schoen's classes, and are used chiefly to stimulate discussion and to aid in the critical reading of the works. He emphasizes individual analysis of the materials and asks students for their own "insights." He serves as a type of coordinator, who links these insights with his knowledge of the vital material neglected by the students. This enables the class to obtain a thorough examination and understanding of the readings.

READINGS: The class will read from parts of the following: *The Iliad*, *Odyssey*, *Aeneid*, *Beowulf*, possibly one of Chaucer's works, Tasso's *Jerusalem Delivered*, some of Spenser's *Faerie Queene*, Milton's *Paradise Lost*, one of Dryden's heroic plays, possibly one of the early operas, one of Pope's short mock-epics, a Fielding novel, probably *Joseph Andrews*, and possibly *Prometheus Unbound*. Tolkien's *Lord of the Rings* is recommended but not required. (A list of translators and editions will be available during pre-registration outside G-77 of the library.)

ORGANIZATION: Since the reading is extensive, papers as such will not be required. Students will submit at their own discretion 6-8 short individual "insights" (1-2 pages long) into phases of the readings which interest them. If he desires, a student may present a short paper and include several insights. The stress is on analyzing literature and not on writing papers. There is no mid-term, but a final will be given. Grades will be based on the written insights and the final exam.

COMMENTS: Schoen, better known to his *Paradise Lost* class as 'Ray Milton,' is a very witty and knowledgeable individual. His classes are relaxed, yet challenging. He neither rejects insights nor pressures students to present viewpoints. The better the students read the material, the better class discussions will be. Schoen's class can be considered progressive; grades are de-emphasized, and individual, creative learning is encouraged. This course is highly recommended to any junior or senior who wishes to read some of the great historical epics and to express his own insights.

Donald Sniegowski
English 327
Poetry, 9 TT 11

CONTENT: The course, one of the new university-wide courses open to all sophomores, juniors and seniors, has never been offered before. It will not be a survey of poetry but, rather, a study of the nature, the method, the structure, and the craft of poetry—a study of such elements of poetry as meter, image, rhythm, line, and sound. In other words, the class will not simply read poems and discuss their subject matter; instead, the greater part of the semester will be spent in a technical study of the poet's craft, the craft that makes the poem an effective vehicle of feeling and idea. This is not to say that the meaning of the poem will be ignored but that it will be investigated in terms of its vessel of meaning: form. Later in the semester, the jurisdiction of the course may widen to include a study of comparative poetry which will analyze poetry's various genres, e.g., sonnet, pastoral, elegy, narrative, ballad.

PRESENTATION: The course will be primarily a seminar for which each student necessarily will be prepared to contribute to the discussion in an intelligent and serious way. Mr. Sniegowski, as much as any man in the college, is equipped to handle this type of class. His comments are never intrusions, his presence never overbearing; the wisdom of his voice, rather than authority of his tone, will guide the class. With this wisdom, Mr. Sniegowski is one of those teachers who can avoid the dual pitfalls of condescension and artificial chuminess. He is simply a fine and wise man.

READINGS: Not yet determined. Perhaps some poetry texts, some essays on poetry as process, and some dittoed handouts. One of the basic methods of the course will be the comparison

of early forms of great poems with their revised, final editions. Much of the poetry studied in the course probably will be modern and contemporary work.

ORGANIZATION: As yet undetermined, but there undoubtedly will be opportunities for the students themselves to write poetry. This is perhaps the best test of the course's success—whether people know how to go about the making of a poem.

COMMENTS: The immediate temptation is to write of the solid yet gentle character of the man. But his abilities are not only personal but also professional; he possesses a quiet passion for helping people to learn and he possesses the intelligence and the knowledge which makes that passion effective. With respect to the material of the course, it should be noted that the study of poetic technique has undergone a recent renaissance, a renaissance well deserved since a knowledge of technique enables the reader of poetry to move lucidly and quickly to the heart of the subject matter and the beauty of the art form.

Edward Vasta
English 335
Chaucer, 11 MWF

CONTENT: A general reading of selections from *The Canterbury Tales*, *Troilus and Cresyde* and some of the shorter poems. The emphasis is on Chaucer as the major cosmopolitan and intellectual poet of the fourteenth century in England. There are no prerequisites for the course, save a fair command of the English language.

PRESENTATION: Mr. Vasta likes Chaucer a great deal and has a way of getting people interested in the tales for the most arcane reasons. He is fairly natural in class, although not always luminary nor consistently insightful. The discussions always begin with the poetry, but middle English poetry is simply very hard to read if you don't have an intellectual grounding in the period; Vasta supplies that in dribs and drabs, generally as necessary.

READINGS: The readings are Chaucer, one of the six or seven best poets who ever wrote in English. If you haven't read Chaucer, read him. There will probably be some background reading, too.

ORGANIZATION: Since Mr. Vasta is on leave from the University, information regarding the organization of this course is not available. He tends to be a generous and sympathetic instructor and will probably not bust your back with work.

COMMENTS: As mentioned above, Chaucer must be read and read extensively by anyone who wishes to consider himself literate at all. If you are one of those people who cannot pick up a poetry and read it straight, if you need an impetus and a guiding intellect for the reading of poetry, Mr. Vasta will be more than serviceable. Chaucer is a poet who knew about people and how they lived together and alone; his works together present the whole range of life and present it diversely. If that doesn't interest you, don't bother with the course; but then, you probably shouldn't bother with living.

James Walton
English 322
Novel, 11 MWF; 1 MWF
English 353
English Novel I, 9 MWF

CONTENT: Professor Walton's course on the English novel is excellent. Although the reading list is a bit formidable, his approach to the literature and his understanding of the milieu make the novels a challenging and valuable experience. Beginning with *The Pilgrim's Progress*, the course takes on nine representative novels and treats them both as distinct phenomena and as links in the chain of the genre.

For the first time a study of the novel on a comparative basis

is being offered. Professor Walton will begin with the germinal piece of the European novel, *Don Quixote*. Through the study of selected works of English, French, and German authors from the eighteenth to the twentieth century he will trace the continuities and incongruities which characterize the European novel. Judging from the yardstick of his English novel course, this venture into a comparative approach should be equally successful.

ORGANIZATION: In both courses approximately five papers (2-3 pages on each of five selected novels) will be required. There will be only a final examination.

READINGS: English Novel I: *Pilgrim's Progress* (Penguin), *Moll Flanders* (Fawcett), *Clarissa* (Riverside), *Tom Jones* (Modern Library), *Tristram Shady* (Riverside), *Caleb Williams* (Rinehart), *Emma* (Riverside), *Old Mortality* (Riverside), and *Oliver Twist* (Rinehart).

The Novel: *Don Quixote* (Penguin), *Pilgrim's Progress*, *Moll Flanders* (Fawcett), *Perè-Goriot* (Signet), *Oliver Twist* (Rinehart), *Madame Bovary* (Modern Library), *The Turn of the Screw* (Dell), *Lord Jim* (Norton), *A Portrait of the Artist as a Young Man* (Joyce), *Death in Venice* (Vintage), *The Castle* (Modern Library).

Thomas Werge

English 383

American Writers Survey, 1 MWF

English 385

Major American Writers I, 11 MWF

English 470

Edwards and 19th Cent. Am. Lit., 4 TT 6

ENGLISH 383:

CONTENT: A study of prose fiction, prose, and poetry by major nineteenth and twentieth century American authors.

READINGS: Poe, *Selected Writings* (Riverside); Hawthorne, *The House of Seven Gables* (Norton); Melville, *Moby Dick* (Bobbs-Merrill); Thoreau, *Walden* (Riverside); Whitman, (Dell); Edith Wharton, *Ethan Frome* (Scribner); T. S. Eliot, *The Waste Land and Other Poems* (Harvest); Wright, *Native Son* (Harper); Faulkner, *Light In August*, (Modern Library); Hemingway, *The Old Man and the Sea* (Scribner). All are paperbacks.

ENGLISH 385:

CONTENT: A study of Hawthorne, Thoreau, Melville, and Whitman in the light of the history of ideas, the preoccupations of the Puritan mind in America and the philosophical and literary movements of nineteenth century America.

READINGS: Hawthorne: *The Scarlet Letter* (Bobbs-Merrill), *The House of Seven Gables* (Norton), *Selected Tales and Sketches* (Rinehart); Thoreau: *Walden* (Riverside), *A Week on the Concord and Merrimack Rivers* (Sentry); Melville: *Moby Dick* (Bobbs-Merrill), *Billy Budd* (U. of Chicago); Whitman: *Leaves of Grass: The First (1855) Edition* (Viking), *Whitman*, (Dell).

ENGLISH 470:

CONTENT: A study of works by Hawthorne, Melville, Dickinson and others in the light of the literary and theological ideas of New England Puritanism. Jonathan Edwards will be read as the primary representative of the Puritan mind in America, and the relationship of his ideas to the writings of the other authors of the course will be the central focus. The major assumptions here are two: first, that nineteenth century American literature is influenced in great measure by the Puritan tradition; second, that the literary concerns of these authors, like Edwards' own literary concerns, must be understood as expressions of a religious and philosophical ethic that characterizes American Literature and thought from its beginnings.

READINGS: Edwards, *Jonathan Edwards: Representative Selections* (Hill and Wang); Hawthorne, *The Complete Novels and Selected Tales* (Modern Library Giant); Melville, *Moby Dick*, *Billy Budd*, *Selected Tales and Poems* (Rinehart); Stowe, *Uncle Tom's Cabin* (Harper); Dickinson, *Final Harvest: Emily Dickinson's Poems* (Little, Brown); Sarah Jewett, *The Country of the Pointed Firs and Other Stories* (Doubleday).

COMMENTS: Mr. Werge obviously enjoys teaching American literature, and his classes are relaxed and enjoyable because of this. His lecture style is informal, possibly because he likes to keep the class open to questions and discussion. The quality of any discussion depends to a great extent upon the students who participate, of course, but in the past Mr. Werge has been able to draw out an interesting exchange of ideas from even the most apathetic of classes. He is a persuasive speaker, either in lecture or discussion, but he does not force his ideas on the students and does not expect them to regurgitate stock answers on tests or in papers. These courses are highly recommended to any student with a sincere interest in American Literature who is willing to work.

General Program

General Program 241

Poetry, 10 MWF; 1 MWF

Stephen Rogers

CONTENT: Dr. Rogers poetry class is structured as somewhat of a hybrid general survey of poetic styles and exercise in poetic analysis. Intended as an introductory course for GP juniors, the course has the double burden of having to cover a broad historical spectrum of poetry while at the same time pre-empting lectures in favor of the GP "Socratic method." Dr. Rogers generally achieves this goal by introducing a varied number of poets in the context of a specific poetic theme, such as memory or the pastoral ethic. The emphasis is always on the students to handle the material, as in most GP courses.

PRESENTATION: Dr. Rogers impresses you as a man who has read everything twice—and remembers it. Despite this extremely developed background, Professor Rogers prefers only to offer limited introductions and comments which facilitate class discussion. Since every class is a discussion period, you can expect occasional lapses into seminar lethargy. Generally, however, Dr. Rogers is successful at stimulating the class and organizing and synthesizing the comments.

READINGS: Because of the introductory nature of the course, one or two general anthologies serve as the basic texts. Dr. Rogers has used a poetry anthology by Drachler and Terris and a collection of critical essays by Toliver and Calderwood. Most likely, these will be the texts used in the coming semester. A good amount of dittoed material is also used, often of any poems to be covered in French. The reading assignments are fair, although the French verses of Baudelaire and Lamartine take much extra time.

ORGANIZATION: Dr. Rogers gives one midterm exam and one final exam. These may be either take-home or in-class essays. Not much emphasis is given to historical objectivity, but beware of shovelling. The man is a tough grader and tends to be stingy with the first two letters of the alphabet. For a final grade Professor Rogers seems to consider contribution to class discussion and the final exam, in that order, as the main factors in evaluating you. There is also a short term paper assignment and a number of short poetry writing exercises. (Some of the better poems are dittoed and used in class discussions.) A "B" is a high grade in this course.

COMMENTS: The main attraction of this course is Dr. Rogers who, although he grades rigorously, is a fine teacher and possesses a gift for sparking student involvement. On a good day the class can be more than rewarding. English majors might find the pace too slow but for GP'ers and others, you can hardly do better.

General Program 247

Fine Arts I

Edmund Hunt, C.S.C.

CONTENT: This two-credit course is designed to acquaint students with an historical-overview of the development of art, from the wall etchings of primitive man to Op Art. There is much emphasis on certain specific periods and their specific contributions (e.g., 15th Century Flemish Painting, French Impressionism, etc.), but time is also devoted to a study of the development

of certain disciplines (e.g., architecture), outside the limitations of a particular time or culture.

PRESENTATION: Lectures enhanced by an abundance of slides both from the University collection and Br. Hunt's private collection. Questions are encouraged.

READINGS: One book was required last semester, *Purposes of Art*, by Albert E. Elsen — an excellent text, but expensive (\$11.95) because it is fully illustrated and hard bound.

ORGANIZATION: A series of exams and a five-to-ten-page term paper.

COMMENTS: Br. Hunt's experience in the field (over 15 years) is enhanced by his apparently all-engrossing interest in the subject matter. He has visited most major art museums in the world and has achieved a familiarity with their contents which allows him to lecture off the top of his head. If one can become enthusiastic over learning the artistic heritage of Western man, he will become enthusiastic over Br. Hunt's course. There is a refreshingly small emphasis on grades, and studying is facilitated by the instructor's very helpful summary sheet handouts.

General Program 281

Great Books Seminar I

READINGS: McNeill, *The Rise of the West* and *Epic of Gilgamesh*; Homer, *Odyssey*; Plato, *Apology & Crito*; Plato, *Phaedo*; Sophocles, *Oedipus Rex*; Aristotle, *Poetics*; Sophocles, *Oedipus at Colonus*; Sophocles, *Antigone*; Plato, *Gorgias*; Herodotus, *Histories*; Plato, *Republic*; Lucretius, *Nature of the Universe*; Plutarch, *Lives of Alcibiades, Coriolanus and Comparison*; Saint Augustine, *Confessions*.

Deirdre LaPorte, Fredrick Crosson, 2 MW 4

COMMENTS: To alleviate the most oft-cited denunciation of Dean Crosson's seminar, that of his frequent absences, Visiting Professor Deirdre LaPorte will direct Seminar I with him.

Miss LaPorte, an intellectual history enthusiast, conceives of her role in the seminar as that of a guide who will indicate points of interest, restrain the naive from dead-end meanderings, but for the most part allows subtly-supervised exploration of the author's mind. Miss LaPorte feels that papers "help to solidify one's ideas," so several short papers may be expected.

The Dean's more disciplined approach may conflict with Miss LaPorte's methodology, but more likely will provide the seminar with the type of direction often lacking in the Great Books Seminars. Though not all his students assent to his theory of grading (he considers a "C" a perfectly respectable mark, and expresses his respect for the majority of his students in terms of such a mark) they are in accord with respect to his intellectual prowess, amicability and ability to present a high-caliber academic challenge to the best of students.

Harold Moore, 3 TT 5

COMMENTS: Mr. Moore promises to be a priceless new addition to the GP staff. An amiable conversationalist, he has a colorful heritage. Son of a longshoreman, he has worked the docks since youth — in fact his collegiate and postgraduate studies were originally tangential to his anticipated career as a longshoreman. He is being awarded his doctorate from Fordham this spring,

and should offer his seminar students that necessary liaison between the world of the philosopher's mind and the one in which we function.

His conception of the seminar is that there will be no lecture at all, that he and the students together will "criticize and analyze the points at issue." Grades will be determined primarily by participation in class discussion, and if it be necessary, one extensive paper.

Robert Vacca, 1 TT 3

Dr. Vacca encourages an investigation into the dramatic effects of the material under consideration as well as its philosophical aspects. Yet while seeking to consider these two divergent features of the Great Books, he still maintains a tight hold upon the discussion; in fact, he rarely hesitates to interject when the discussion begins to wander aimlessly. Besides, to further prevent the discussion from wandering, Dr. Vacca often concisely summarizes ambiguous positions taken during the seminar. But, unfortunately, as a result of his intense and critical analysis of each student's comments, there is a regrettable tendency to have the seminar resolve into a sequence of dialogues between individual students and Vacca, eliminating clashes between students. Requirements might include a series of one or two-page papers.

General Program 341 Poetry, 10 TT 12 Edward Cronin

CONTENT: This is the first of the General Program's three semester sequence in literature. It is being moved to that position in the sophomore year because the feeling that the kind of appreciation developed in such a course is the logical introduction to the appreciation needed in reading many other forms of literature.

Dr. Cronin's section of this course reflects his own personal style. He does more than simply read poetry. He feels it. The result is that poems are studied from the standpoint of technique and *not* as intellectual statements, historical products, nor examples of poetic genres. A poem from the modern era might be examined during the first week of the course while the final week might be used for the study of an Elizabethan sonnet. The approach is to study, in depth, the elements which make a poem work. Rhythm, sound, meter, imagery, symbolism, and structure are studied individually in poems in which they are particularly well represented. Then, they are analyzed in connection with each other. By the end of the semester the student is expected to demonstrate his ability to make these connections in his explanations of poems during class discussion and in his papers. The student should be able to discover more than what a poem means. He should be able to demonstrate exactly how it works.

PRESENTATION: Classes under Dr. Cronin are never lectures. At the same time they attach themselves specifically to the poems of assigned consideration. The atmosphere is informal. This lends itself particularly well to poetic appreciation. A great deal of discussion is the result of Dr. Cronin's constant questions and suggestions about particular aspects of the poem being studied.

ORGANIZATION: The daily assignments in this course are relatively light. But, the work is often felt to increase with the assignment of papers, of which there are six or seven during the semester. Dr. Cronin is severe in his criticism of the student's writing. As he says, "I find no contradiction between the inspiration of the Holy Spirit and the correctness of Webster's Dictionary." In other words, even brilliant ideas must be expressed in good writing form. The student soon comes to appreciate the close scrutiny given his writing and Dr. Cronin's availability outside of class for comment on papers.

No examinations, as such, are given in this course. The goal is to develop the student's ability to formulate and articulate his understanding of the workings of poetry. Consequently, the regurgitation of information is considered valueless. If there is a final exam it will be in the form of a take-home essay and definitely will not be of the "stomach pump" variety. The stu-

dent will be expected to apply the critical ability he has acquired during the semester to a single poem which has not been considered in class.

Dr. Cronin grades intuitively, attempting to judge the level which the student has reached by the end of the semester. He is not subject to the folly that mathematical averaging can be applied to material which is so blatantly non-empirical. The final papers of the semester are much more important than the initial ones.

READINGS: There will be at least two books from which study will be directed: *Sound and Sense* by Perrine and *A Little Treasury of Great Poetry* by Oscar Williams (ed.). In addition there will be mimeographed sheets with selections as the need arises.

COMMENTS: Dr. Cronin is one of those rare members of the Notre Dame faculty who are much more than mere faculty members. He is a *teacher*, in the strict sense of the term. He has his tenure and can conduct himself in his own style—giving much attention to the student rather than to researching and publishing. The student's understanding of poetry and the workings of English in general are Dr. Cronin's chief concerns. Consequently, he spends a great deal of time outside the classroom helping students with problems they have encountered in preparing for class, writing papers, or with their own literary interests.

To put it mildly, Dr. Cronin is very opinionated. The student is never quite sure whether this trait is always genuine or whether it is sometimes used to make the student defend his positions. Dr. Cronin is extremely interested in having the student discover things for himself. In keeping with this, he acts as a guide and gadfly but never as a lecturer.

This poetry course affords the student the opportunity to escape academia long enough to learn something. Much more than information gathering is expected. One can learn a process through which he can appreciate a form of literature for the rest of his life.

While reaction to Dr. Cronin's handling of this course is generally quite favorable, some students find fault with his harsh grading standards. "A's" are a rare sight in his classes. Many students express the sentiment that this stifles their will to succeed. Others criticize Dr. Cronin for continually playing the roles of gadfly and bearer-of-truth. Some students emerge with an alienation from the dogmatic approach which he uses to declare what is right and what is wrong with poetry. But, in the course as a whole, these complaints usually appear minor in comparison with the benefits to be derived.

General Program 341 Poetry, 9 MWF Edmund Hunt, C.S.C.

CONTENT: This course will deal with the nature of poetry as opposed to prose: poetic form and the ingredients and techniques used in poetry. Br. Hunt intends to begin with Hopkins and T. S. Eliot and conclude with Ginsberg and other contemporaries. He will attempt an understanding and critical evaluation of modern American and a few English poets. No prerequisites, and the course will be for those GP juniors lucky enough to have last names beginning with letters A-M, who can fight their way by the computers and English majors.

PRESENTATION: Br. Hunt has a thorough knowledge of his material and can put this across to the student extremely well. Discussion is encouraged and is a main vehicle of the course. Most discussion will stem from Br. Hunt's insight into the material and the student's reaction to this and their own interpretation.

READINGS: Engel-Carrier, *Reading Modern Poetry*; Brinnin Hill, *The Modern Poets*. There will also be a considerable amount of duplicated poetry and recordings. Br. Hunt is one of the few teachers at this University who is interested in keeping costs for students at a minimum.

ORGANIZATION: Due to lack of any better method for a grade there will probably be a midterm and a final. Br. Hunt is open

to any other suggestions the students might have and will encourage those who are interested in writing their own poetry.

COMMENTS: This course is especially rewarding for General Program students because it deals with modern poetry which is an area rarely touched in GP. Judging from Br. Hunt's other courses and his wide range of knowledge, this evaluator would recommend the course for all GP students and any other students interested in a modern poetry course. Br. Hunt is a teacher who realizes the distinction between relevant topical areas and student soap-box meandering.

General Program 343 History of Science II, 11 MWF Sister Suzanne Kelly

CONTENT: History of Science II is required of all GP juniors. If your major isn't GP, and you are interested in science or just want to crawl out of the cave for a while and rub elbows with some for-real philosopher kings, you're in luck—this course is open to students of all disciplines.

Sr. Kelly plans to begin the course with an investigation of the role in science played by 11th Century Realists and Nominalists followed up by graphic surveys in the history of Medicine, Biology, Astronomy, Magnetism, Physics, Alchemy, Chemistry, and Electricity.

PRESENTATION: The format of the course will be a series of concise, well-planned lectures given in conjunction with appropriate assigned readings in particular areas of the History of Science. Sr. Kelly will welcome questions, and if the size of the class becomes such that it stifles the free exchange of ideas, Sr. Kelly will split the class in two groups to facilitate discussion.

READINGS: The primary texts used in the course are *Three Copernican Treatises*, ed. by Edward Rosen; Butterfield's *The Origins of Modern Science*; Basalla's *The Rise of Modern Science*; and a series of four Harvard Case Histories.

ORGANIZATION: Four book reports, one from each of the four major areas covered, will be required at four-week intervals. Two of these reports may take the form of an oral interview. The four reports will constitute 25% of the grade. Three one-hour exams will constitute 50% of the grade, with the final counting for the final 25%. If you care, B is the average grade.

COMMENTS: The course should afford the student an excellent picture of the age of the Scientific Revolution; however, its strength lies in the superb overview one can get of the factors (i.e., social, economic, political, religious, etc.) contributing to this revolution from both Sr. Kelly's well-oiled lectures and the fairly interesting assigned readings.

General Program 343 History of Science II, 10 MWF Deidre LaPorte

CONTENT: The second installment into the General Program's History of Science series treats the progression toward and the incidence of the Scientific Revolution, fourteenth to eighteenth centuries. Miss LaPorte, now completing her doctoral studies at Harvard, possesses exceptional expertise in the chemical field; consequently, she plans to focus specifically upon the emergence of chemistry as an independent scientific discipline, separate from the morass of natural philosophy. The course is a GP junior requirement but is open to anyone.

READINGS: At the time of this evaluation Miss LaPorte had yet to finalize her reading list for the coming year. She points out, however, that she plans to utilize primary sources (i.e., works by the scientists in question themselves) rather than secondary or interpretive texts. Consequently students will have to more closely scrutinize the works in order to comprehend their far-reaching contributions to the field of science.

General Program 345 Ethics, 1 MWF Harold Moore

CONTENT: Mr. Moore plans a critical-philosophical approach to the study of ethics, inspecting its progression, historical justifications, and oft-times delusive manifestations. A requirement for GP juniors, the course is open to all interested.

READINGS: An exciting yet extensive reading list is laid out for the course. Several Platonic dialogues, Aristotle's *Nicomachean Ethics*, readings from Aquinas, David Hume's *Inquiry into the Principles of Morals*, John Stuart Mill's *On Liberty* (to be contrasted with Hume), Dewey's *Theory of Moral Life* ("contains a great deal of American moral thought"), one work of a nineteenth-century analytic, one Existentialist work, and perhaps Cleaver's *Soul on Ice* to close out the semester.

ORGANIZATION: A seminar format will be employed in the course with occasional lectures if the material really warrants it. Exams are unlikely, and if there need be a final, it will probably be oral. Class participation is the basic grading criterion, and if that does not suffice one rather long paper will be required.

General Program 347 Fine Arts III, 2 W 4 Douglas Kinsey

CONTENT: This two-semester course deals with the practical problems of visual art; it is not an art history or appreciation course. The emphasis is on the individual approach to the methods of visual art, such as drawing, collage, painting environments, and not on the instruction of technique. Though familiarity with art history might be helpful, there are no prerequisites. This is a GP requirement, limited to GP students, predominantly juniors and seniors. One credit per semester.

PRESENTATION: Each period begins with a discussion of the problem to be considered. The discussion usually continues later in the period, after work begins, since only then will the students understand the problem presented earlier. Mr. Kinsey and the other members of the Art Department who assist him in this course have an ability to communicate the practical problems of art, and are most helpful in assisting the individual "non-artist" approach these problems.

READINGS: There are no texts, but there are required readings which are helpful and enjoyable. There are also materials which the students must provide for themselves, such as paints, paper, old shoes, ink, etc. Average cost, \$10-\$15.

ORGANIZATION: Each class is spent on one problem of visual art, though one project may take two weeks to complete. There are some projects which require work outside class, including a sketchbook. At the end of the semester, a student must hand in selections from his projects and his sketchbook. Pass-Fail.

COMMENTS: Kinsey is good. Students in the class are treated like artists, and not like people learning to be artists. (Mr. Kinsey explains that with the absence of clear distinctions between art and non-art, there is no basis for distinction between the artist and the non-artist.) There is no limit to the imagination in this course. Almost all of the students who have the course now would take it over again. With differing sessions each week, and the unusual special projects, the class is not boring. Though some students "feel frustrated" with lack of talent, others have overcome this feeling with the confidence that they can do the work desired. Mr. Kinsey is aware of the criticism that too much work is required for one credit; he sees the course, however, as an important opportunity for the student to seriously experiment with visual art (as have many of the students) and, therefore, feels obligated to ask for what may well be more than one credit's worth of work. Student view seems to be divided on

this basic question of the purpose of the course, and it is, therefore, strongly recommended that the course be made an elective rather than a requirement. The course was found to be very worthwhile by most, and some of the students plan now to take more art courses or to switch their majors to art.

General Program 381 Great Books Seminar III

READINGS: Homer, *Iliad*; Aeschylus, *Oresteia*; Plato, *Symposium*; Xenophon, *Recollections of Socrates*; Aristophanes, *Clouds*; *Bhagavad Gita*; Livy, *History of Rome*; Epictetus, *Enchiridion*; Gibbon, *Decline and Fall of the Roman Empire*; Saint Augustine, *City of God*; Anselm, *Basic Writings*; Dante, *Purgatorio*; Chaucer, *Canterbury Tales*; Cellini, *Autobiography*; Erasmus, *Praise of Folly*; Luther, *Three Treatises*; Calvin, *On the Christian Faith*; Bacon, *The New Organon*.

Stephen Rogers, 3 TT 5

COMMENTS: Dr. Rogers combines a highly critical approach with extensive knowledge (both of particular subject matter and in general) and consequently is well-suited to lead this type of class. There are times when one feels that much might be gained by allowing a bit more latitude in direction. However, the emphasis placed on critical considerations is certainly a good discipline. Wanderings which do occur become more purposeful, and one usually leaves class with a certain sense of accomplishment. A midterm and a series of short (one-to-two-page) papers were assigned in addition to the oral final this past semester.

Sister Suzanne Kelly, 1 TT 3

COMMENTS: Sister Suzanne Kelly wants the student to assume the primary role in a seminar. She prefers "to coordinate the discussion and at least keep it remotely connected with the book." However, since the students "carry the discussion where they see fit," the discussions frequently drift away from the content of the assigned readings. This approach eliminates the problems encountered when a particular book proves to be dull because no one feels obligated to paraphrase the book in order to stick to the subject.

The only written assignment during the semester will be a two-hour mid-term exam. This test, graded on a pass-fail basis, presents an opportunity for the student to do some thinking and writing on the books he has read. Also this written assignment gives the members of the silent minority a chance to display their intellectual prowess. Aside from the mid-term, the final grade is determined by class participation as well as by attendance. Her average grade is a B.

General Program 441 Novel, 1 TT 3 Edward Cronin

CONTENT: Dr. Cronin's primary emphasis will be upon the technical rather than the sociological aspect of the novel. That is, the course will be concerned with the problems of novel writing and how they are worked out by various authors. It will not look at the novel as a tool for social criticism and the like.

There are no prerequisites for this course. It is open to all students, but as it is a GP requirement there will be preponderance of GP seniors in it.

PRESENTATION: The course is really neither a lecture nor a seminar. It rather is a blending of the two. Dr. Cronin will introduce his ideas concerning the topic at hand, and then

expect student response to those ideas. His classes often become very involved in discussion. Dr. Cronin knows of what he speaks, and challenges the students to do likewise.

READINGS: More difficult works are selected for the course. Dr. Cronin feels that these are both more enjoyable and more fruitful. They present the problems of technique and approach and resolve them in unique ways. In his words, "We do not read any novels which can be read on a hammock on a summer afternoon." The book list will probably include works of Dickens, Jane Austen, Faulkner, Hemingway, James Woolf, and definitely Joyce's *Ulysses* (upon which about half of the semester will be spent).

ORGANIZATION: Six novels will be read and a paper will be written on each. The papers will be written after the book has been covered in class. The final will most likely be a paper on a book which is not covered in class. Those who have experienced a course of Dr. Cronin's before, know that he is a lover of the written word. Papers for him are expected to be no less than perfect. They cannot be a regurgitation of previous thoughts. Because he is demanding when it comes to papers, the experience of writing for Dr. Cronin can be richly rewarding to the student. He may learn how to write.

COMMENTS: Dr. Cronin is a controversial figure to his students; most either love him or hate him. He has his own unique teaching style, which is resisted can be fatal, but if acquiesced to can be a "significant educational experience."

General Program 441 Novel, 10 MWF Ivo Thomas, O.P.

CONTENT: Fr. Thomas will focus this course on the theme of alienation in the modern novel. There are no prerequisites for this course, and the class will probably consist mostly of GP seniors.

PRESENTATION: Fr. Thomas' vast intellectual experience makes his lectures extremely interesting and thought provoking. The style of his lectures is informal, not restricted to prepared notes but structured by his own opinions. Class discussion is encouraged and usually occurs.

READINGS: The readings for the course are still indefinite, but the authors to be covered are Dickens, Trollop, Joyce, Conrad, Huxley, Burgess, and Nabokov. *Lolita*, *Pale Fire*, and *Ulysses*, are tentative works to be studied.

ORGANIZATION: For assignments, a number of short critical notes or essays will be expected. Fr. Thomas usually bases his final grade on these assignments, although development of thought in the classroom is also stressed.

COMMENTS: Any course taught by Fr. Thomas seems to be a very significant educational experience. Student opinion does differ on the color or interest of his classes, but since literature is one of his strong points, this course should appeal to those who care for the art of the modern novel.

General Program 445 Intellectual and Cultural History of Europe to 1789 (from 1789), 9 T 11, 10 TT 12 John Lyon

CONTENT: This required course for General Program seniors was formerly called *Life of the Church and Western Civilization*. The minor change is designed to give the course a more historical bent, which should be helpful. Dr. Lyon will examine some of the sacred and secular forces which have shaped the quality

of life in the Western world. It's not a survey course but designed to examine various problems in detail, and like any GP course, it's a mixed discipline.

PRESENTATION: This is one of those courses which should be named directly after the professor. Dr. Lyon is a kind of one-man seminar who throws out a number of different meatballs for students to chew on. He's a good, critical historian who is at his best lecturing in his own informal way. The lectures are always worth listening to and usually interesting. Discussions tend to drag for one reason or another. Sometimes they are off the point, sometimes they are simply cut off by the professor. The readings are complementary to the lectures and form the basis of the one or two subjective tests.

READINGS: The readings are worth reading in or out of class. There is quite a bit of reading but they aren't universally read. In terms of grades, one can get by with either the lectures or the readings. The first semester's texts will include: Mirgeler, *Mutations of Western Christianity*; H. Richard Niebuhr, *Christ and Culture*; Helen Waddell, *Peter Abelard*; Friedrich Heer, *Intellectual History of Europe I & II*; E. L. Talmon, *Origins of Totalitarian Democracy*; Marshall McLuhan, *Understanding Media or The Gutenberg Galaxy*; and the second semester: Dostoyevsky, *The Possessed*; Nietzsche, *Genealogy of Morals*; Kaufmann, *Religion from Tolstoy to Camus*; H. Stuart Hughes, *Consciousness and Society*; Henri de Lubac, *Drama of Atheist Humanism*; Gordon Zahn, *In Solitary Witness*. These books run about \$10 to \$15 a semester.

ORGANIZATION: There will probably be two 5 to 8-page papers, an optional mid-term, and a final, which form the basis of the final grade. A word on the papers: they shouldn't be written in the way McLuhan writes or the way Dr. Lyon lectures. They should be written with linear logic and precise prose or it will affect your grade. Dr. Lyon has the good habit of carefully correcting and commenting on the papers. The grades are erratic but usually land around a B.

COMMENTS: Dr. Lyon's singular insights make the course worth taking, especially to someone who has never had him before. The academic cans of worms he opens are a good antidote for students who tend to grab onto ideologies without thinking about them. He also tends to keep in mind contemporary issues as he examines problems historically. For example, this year was particularly interesting in terms of non-violence and ecology, since he examined the historical problems of Christ and culture and the development of Western man's bulldozer mentality toward nature.

General Program 481 Great Books Seminar V

READINGS: Lao Tzu, *The Way of Lao Tzu*; Thucydides,

Peloponnesian War; Aeschylus, *Prometheus Bound* and *Book of Job*; Plato, *Phaedrus*; Euripides, *Bacchantes*; Virgil, *Aeneid*; Tacitus, *Annals*; Dante, *Paradiso*; Saint Thomas, *Summa Theologica* selection and *Medieval Romances*; Pico, *On The Dignity Of Man*; Ficino, *Five Questions Concerning The Mind*; Thomas More, *Utopia*; Cervantes, *Don Quixote*; Saint John of the Cross, *Dark Night Of The Soul*; Montaigne, *In Defense of Raymond Sebond*; Pascal, *Pensees*; Shakespeare, *Tempest*; Milton, *Areopagitica*.

Edward Cronin, 3 TT 5

COMMENTS: Dr. Cronin did not conduct a seminar this past year, so he can be judged only on his performance in his other courses. When asked to comment upon his seminars his answer was "brilliant."

Because it appears that the GP is going to retire Dr. Nutting, it is good to know that the Program's other teacher will be available to seniors next year. The full meaning of the word teacher can be applied to very few men. Dr. Cronin is one of them.

Michael Crowe, 1 MF 3

COMMENTS: By the time GP students attain their senior year, a weird mixture of Turley scepticism, Cronin pragmatism and Nutting idealism extend into the personal outlook of each individual. To say the least, a course which offers the opportunity of constant discussion can become interesting.

Because Dr. Crowe has not conducted a seminar in three years, any definite evaluation of his approach to the course is difficult to ascertain. However, judging from discussion periods conducted in his History of Science classes, he encourages and stimulates as much discussion as possible. Without dominating the seminar, Dr. Crowe attempts to keep the discussion relevant to the reading material. Dr. Crowe is genuinely interested in his students. This attitude carries over in the enthusiasm he expresses for the General Program and for those who have the fortitude to participate in it.

In Dr. Crowe's section, no papers or exams will be given except the oral final which is thirty minutes in length. Grades are based on class performance and the final.

Edmund Hunt, C.S.C., 3 MW 5

COMMENTS: If Br. Hunt excels in any one field of scholarly endeavor, it is probably in the field of classical literature. This seems to be an important consideration in viewing Seminar V, since the reading list is generously spiced with classical Greek and Roman thought, plus just a touch of St. Thomas. With any help and effort whatsoever on the part of the students, this course should be an excellent one.

Government

Government 240 Politics, 9 TT 11, 1 TT 3 John Kromkowski

CONTENT: Due to the limitation of the "lower division" courses (Pol. Theo., IR, Am. Govt., Comp. Govt.) to junior and senior government majors, the department will be offering for the first time Govt. 240, Politics. The course will be open to all sophomores who have had Brennan's Political Order class. Professor Kromkowski hopes that the course will enable the stu-

dent to acquire the background and vocabulary necessary for further study of government. As such, a wide range of topics will be covered including the emergence of political orders, ways of pursuing political knowledge, ethics and politics, typology of states, revolution, authority and power, and a treatment of some contemporary problems of American and International politics.

PRESENTATION: Prof. Kromkowski feels that this course is an experiment, and, as such, is open to any innovative possibilities. According to present plans, the two seventy-five-minute periods are to be divided into one lecture session and one colloquy. Each

colloquy will consist of fifteen students led by Prof. Kromkowski and graduate assistants. The colloquy will be a structured discussion of the lectures. In addition, there is the possibility of a second, informal colloquy focusing on specific areas chosen by the students.

READINGS: No list of readings is available at this time. Variety can be expected, reflecting Prof. Kromkowski's belief that political knowledge can be obtained from literary, sociological, and theological sources as well as philosophical and historical ones. Readings should be fairly extensive; their completion will be essential for participation in the colloquies.

ORGANIZATION: Some "short reflections" may be required on the readings. Exams, number and form, have not been determined. Some may be oral. As for grades, Prof. Kromkowski speaks somewhat contemptuously of the "gentleman's B."

COMMENTS: After two years of administrative work as assistant to Dr. Brinkley and as Director of Upward Bound, Prof. Kromkowski returns to teaching. The program he has established for Politics is ambitious, both in terms of content and in his estimation of the Notre Dame sophomore's intellectual maturity. The accent is definitely upon independence with the second "focus" colloquy outside class time. Prof. Kromkowski, young and responsive, seems willing to go more than half way to encourage and aid students to express themselves. He does not see the class as limited to intellectual "super-stars," and any sophomore with the prerequisites of curiosity and enthusiasm should consider this course.

Government 340 American Government, 9 TT 11 Paul Bartholomew

CONTENT: This course is a comprehensive study of our governmental structure, emphasizing the federal but including state and local affairs as well. A new restriction limits this course to junior and senior majors.

PRESENTATION: Dr. Bartholomew presents a highly structured series of lectures combined with twice monthly discussion periods. The lectures demonstrate the professor's thorough knowledge of the structure of government and the discussions demonstrate his rather rigid interpretation of it. He spices both with witticisms drawn from a colorful career and presents all in understandable fashion.

READINGS: The text for the course is *Government by the People* (Seventh Edition) which describes the framework of government and supplements the professor's lectures well. Assignments are tediously long, especially as quiz time approaches. Supreme Court cases play a large part in the course, and the best guide is Dr. Bartholomew's own *Leading Cases of the Constitution* although the use of this book is not required. In addition, the student is responsible for cover stories of the *U.S. News & World Report* which can be frustrating for any pursuing media objectivity.

ORGANIZATION: There are four reports required: Governmental Unit, Bibliography, Home State, and a new innovation, the Home Area report. One may expect full credit for a carefully constructed assignment. The three quizzes and final exam live as classics in any Government major's memory and grading is done meticulously. Back tests may prove especially helpful. Quiz material is extracted fairly equally from the text, lectures, Supreme Court cases and the *U.S. News & World Report*. The quizzes and papers constitute 75% of the grade, the final the remaining 25%.

COMMENTS: American Government is perhaps the most feared course in the Department. Justifiably so. However, for the student willing to suffer through some rigorous areas it is a valuable experience. The course does not pretend to be all inclusive and leaves problem solving to the upper divisions. Strict grading and a rather cold, formal approach are long-standing traditions

for Dr. Bartholomew. For those awaiting one of the prize semesters when Dr. Bartholomew leaves on sabbatical, there is no hope in sight: he has no immediate travel plans.

Government 341 International Relations, 10 TT 12 George Williams

CONTENT: This course serves as an introduction to the study of international relations. It is a departmental requirement and this semester will be limited to junior and senior government majors. The course is topical and tends to dwell not so much on theory as on the actual intercourse of formulation of events. Although an initial framework is offered, it is the responsibility of the student to integrate it with his own experiences.

PRESENTATION: Dr. Williams expresses some uncertainty when talking of this fall's class. It is believed that limiting the course to junior and senior majors will reduce the number of students from 110-20 to 50. If this is the case, opportunities may be opened up to change the lecture format of the past. These lectures have been delivered informally, but the very size of the class inhibited most contact between student and teacher. Dr. Williams' lecturing style is more discursive than explanatory and the course at times seems to lack direction. Again, this difficulty may be due to the size of the class.

ORGANIZATION: Three quizzes and the final are required while an additional book report is suggested. One of the quizzes this year was of the "take-home" variety. The tests call for broad interpretive skills rather than memorization and classification.

READINGS: These have tended to vary from semester to semester. This semester's list included Deutsch, *The Analysis of International Relations*; Lifton, *Death in Life, Survivors of Hiroshima*; Halperin, *Contemporary Military Strategy*; and Draper, *The Abuse of Power*. In addition, periodicals and selections from longer works are placed on reserve in the library. The reading list in the past has always been excellent, reflecting careful preparation on the part of the teacher.

COMMENTS: Dr. Williams has achieved a reputation on this campus as an erudite critic of the status quo in national and international politics. At present the class suffers from the inertia of size and the restrictions imposed by the 50-minute class period. Perhaps, with the new direction initiated by the government department in limiting enrollment and expanding to 75-minute periods, the potential inherent in this course can be more fully exploited.

Government 342 Political Theory, 9 MWF Gerhart Niemeyer

CONTENT: In his introductory lecture, Gerhart Niemeyer states that "political theory is the full range of knowledge." The remainder of his lectures proceed to substantiate this claim by considering the major developments in political thought contributed by Plato, Aristotle and St. Augustine. In the last few weeks of the semester, Dr. Niemeyer also touches upon the theories of Machiavelli, Hobbes, Rousseau, Burke, Mill and Marx. The course is required for government majors, and there are no prerequisites.

PRESENTATION: Dr. Niemeyer lectures twice a week and reserves the remaining period for discussion, traditionally conducted by his teaching assistant. The lectures are, in a word, excellent. Dr. Niemeyer's logic and clarity impress most of his students, and also aid them in notetaking, which is usually copious. His knowledge of political theory is extensive and well-correlated with the readings. Dr. Niemeyer tries to leave about five minutes of each lecture period for questions; unfortunately, this amount of time is insufficient for him to adequately answer questions of

the caliber stimulated by his lectures. The discussion groups are valuable in direct proportion to the competence of the teaching assistant and the interest of the students. The discussion period is centered on the reading assigned for each particular week.

READINGS: The relatively small reading list is well suited to the course. It consists of Aristotle's *Ethics* and *Politics*, Augustine's *City of God*, Hobbes' *Leviathan* and Dante Germino's *Beyond Ideology: The Revival of Political Theory*. Approximate cost of the books is \$15.00. The nature of the texts makes for slow, intensive reading, but the amount required weekly isn't too taxing. Many students consider Aristotle and Augustine dry authors; nevertheless, they welcome the chance to study classical writings basic to the development of Western political thought. Germino's work is a superb defense of classical political theory, and is, according to most students, the most readable and most enlightening book on the list. Also, it might be a good idea to read Plato's *Republic* over the summer, since about ten of Dr. Niemeyer's lectures deal with matter contained in this work.

ORGANIZATION: The students must submit weekly one-half-page papers on the readings. Many have complained that the purpose of these papers is not sufficiently explained, but Dr. Niemeyer's intent is that a member of his class should see a political concept as the particular author saw it, analyze and criticize it, and develop the concept further if possible. Two one-and-a-half-page term papers are assigned by Dr. Niemeyer on topics of his own choosing. There are also two examinations on both lectures and readings. Be forewarned: the exams aren't easy and are graded stringently. Some students feel that the term papers and the tests are graded a bit less than fairly (possibly because there is usually a discouragingly low number of A's and B's). Many, in addition, criticize the fact that the teaching assistant is responsible for all grading in the course. The final exam accounts for 30% of one's final grade. The midterm and the term papers comprise the remainder. The weekly critiques aren't graded as such; they merely indicate to the teaching assistant the development of the student's thinking. They may be considered, however, in borderline cases.

COMMENTS: This course is very valuable both for its educational content and for the exposure one gets to an eminent political theorist. It's also very conducive to the student's development of concise expression (you *know* you're writing concisely if you can limit such topics as "The Problem of the *Libido Dominandi* in the City of Man" to a page and one half). It would be ideal if Dr. Niemeyer could find more time to spend in discussion with his students and in grading their work. Too much responsibility seems to be given to the teaching assistant for such a demanding course.

The adjective "conservative" is a naughty word these days, and it's unfortunate that Dr. Niemeyer has been so strongly identified with it. Many liberal-minded students may tend to shy away from Political Theory because of the professor's classical interpretation of his subject, but in so doing they'll miss out on a fine analysis of the basic concepts of political order. Those who fear the "archaic" ideas held by Dr. Niemeyer should be advised of his belief that modern political theory does not supersede that which has gone before, that political theory is not cumulative as are the natural sciences. Dr. Niemeyer is a man of extensive knowledge and experience; he is a man who can make a solid case against modern liberalism and positivism, and who can possibly bring the student to the eventual realization that yes there *is* objective truth. But don't take my word for it. Take the course. It's hard, but it will be well worth it.

Government 343 Comparative Government I, 10 MWF E. A. Goerner

CONTENT: This course is a government requirement offered every semester, although it is taught by different professors. This semester it will be open only to junior and senior government majors. It is basically a study of the forms and the spirit of governments of Britain, France (from the 3rd Republic), Germany (from Weimar through Hitler to the Bonn Republic), and

Russia (under Stalin). There is a careful balance on knowledge of both the constitutional structures and forms and the meaning and spirit underlying the governmental symbols, so that at the same time the course may be viewed as a study of government structures and a study of "the spiritual voyages" of several peoples. There are no prerequisites, although a good background in European history is helpful.

PRESENTATION: The lectures form the whole core of the course and are excellent. They provide a clear presentation of the material (although some students complain of a too high degree of abstractness at times) and sometimes border on the verge of dramatic showmanship. Due to the size of the class there has not been any discussion in the past (although questions are accepted willingly), but this may change if the number is reduced by the exclusion of sophs and non-majors. The reading serves as a basis for the lectures, and can provide a deeper knowledge of the forms of government with which the students must be acquainted in order to derive the most from the lectures. The tests are based primarily on the lectures, although the forms must be known and knowledge of the reading is quite valuable.

READINGS: In the past the reading material has included eight books, of high quality on the whole, with plenty of time allowed for the student to read them. The cost was a bit over \$20.

ORGANIZATION: The course included an optional paper (required, however, in order to get an A), a midterm, and a final. The tests are of medium difficulty, requiring well-balanced knowledge of the course material rather than trivia, and requiring some thought on the part of the student. Papers receive careful correction and commentary.

COMMENTS: This course and teacher are excellent, and it is highly recommended that they be taken together. The material presented is generally interesting, and Dr. Goerner is a tremendous teacher, both for the depth of his knowledge of the material and his flair in communicating this knowledge to the student. One hopes that circumstances will make it possible to open this course to non-majors once more, since it is well worthwhile for anyone with a general interest in Europe or government.

Government 401 Democracy and Its Critics, 4 MW 6 Edward Goerner

CONTENT: Democracy and Its Critics, offered in the fall of each year, surveys several political theorists in their attempts to devise a political system. The major emphasis of the course is to show why the behavioral philosophy is inadequate for the formulation of a political construct. It is advisable for those interested in this course to have already taken Mr. Niemeyer's Political Theory course also. Most students tend to be juniors or seniors, though not necessarily government majors.

PRESENTATION: Mr. Goerner's presentation is directed towards the individual's intellect rather than his emotions. It is, chiefly, a lecture-oriented class; however, discussion is incorporated within the class period as much as the topic warrants questioning. The readings are essential for a meaningful understanding of class lectures and discussions. A few criticisms were that the discussions lacked flexibility in that only one answer seemed acceptable for the question posed and that these questions were too contrived and structured. Mr. Goerner, however, stimulated the student to examine the concepts presented to him through these selected political theorists by offering questions at the end of each lecture session. Through this interrogation, the student understands why certain political constructs must be rejected. There was a high degree of student interest since the teacher and the course offered a direct challenge to the student to define himself in relation to his political environment.

READINGS: Last fall, Mr. Goerner had assigned *Leviathan*, *Social Contract*, *Perpetual Peace*, *Science of Human Behavior*

and *Walden Two*. The quality of these readings ensures the student that this course will be a challenging experience. The amount of reading is not overburdensome, allowing the student ample time to reflect on questions proceeding from the lectures or the readings. The approximate cost of these texts was \$12.

ORGANIZATION: Last semester, there were two examinations, a midterm and a final. These were of essay nature and demanded well thought out answers, supported by ample textual evidence. One paper was also assigned with its topic being determined by the student in relation to a specific reading. The two exams and the paper are the basis of the final grade, usually a B.

COMMENTS: Expect a challenging course. The general consensus was that Democracy and Its Critics was a very worthwhile and stimulating course. Mr. Goerner is an exceptional individual who is always willing to assist a student. However, I would recommend that you "know who Mr. Goerner is," since I find that this course revolves around the man. It lends itself to becoming truly a "religious" experience where the individual learns how to face the system. Mr. Goerner and Democracy and Its Critics are both highly recommended.

Government 404 American Political Thought, 10 MWF Raymond Cour, C.S.C.

CONTENT: This is a two-semester course being offered for the first time on the undergraduate level. As taught to graduate students, the fall semester has treated the period from the Pilgrims to 1835. Topics included Puritan theocracy, revolutionary thought, constitutional theory, and the theory and practice of the young democracy. A background in American social and political history is suggested.

PRESENTATION: The teacher's lecture style is clear, deliberate and soporific. The rigid and comprehensive syllabus of the course in the past has precluded much discussion, though, in fact, discussion is encouraged. The course notes read like a Monarch outline, well organized, covering all essential ideas in their chronological order.

ORGANIZATION: It is hoped that the two class reports and the major term paper demanded of graduate students will not be inflicted upon this fall's undergraduates. The only test was a comprehensive final.

READINGS: Graduate readings were extensive and it is thought that these will be somewhat reduced. One complaint was that secondary rather than primary sources were stressed. Also lectures tended to repeat rather than supplement or criticize the readings.

COMMENTS: The fundamental weakness of this course is the strict chronological format that precludes comparative analysis of the major philosophic premises of democratic thought. The result is that students felt no criteria for criticism were developed. Also no attempt was made to evaluate American thought in terms of its European origins. These defects are balanced by a sound, precise presentation of American political thought.

Government 405 Studies in Political Theory I, 9 MWF Alfons Beitzinger

CONTENT: This course is the first of two courses taught by Dr. Beitzinger dealing with rather specific studies in political theory. This first section deals exclusively with the two major political works of Aristotle — the *Nicomachean Ethics* and the *Politics*. Since the course concentrates on these two works for the entire semester, the study and interpretation can be quite penetrating.

PRESENTATION: The class is small: in the past, ten has been a

large group. While the format is lecture, discussion is encouraged and at times implored.

ORGANIZATION: There are usually three tests, counting the final. No papers or presentations are required. Grading is fair and class participation does count. The silent in such a small class are made quite noticeable.

READINGS: Aristotle's *Nicomachean Ethics* and *Politics* must be read with considerable attention to detail. Mention is made throughout the course of other works to which interested students may refer.

COMMENTS: This course is excellent for any student who plans to major in government and concentrate in political theory. For those nontheory majors the course can serve as an excellent complement to the general required course in theory. Although Dr. Beitzinger demeans the trend towards relativism, the problems that arise in the classical position are frequently and aptly "related" to contemporary thought and society. He will not hesitate to discuss the thought of a Marcuse or the actions of the "New Left." This insures student interest and helps elicit response.

Government 409 Modern Political Ideologies, 2 MW 4 Gerhart Niemeyer

CONTENT: In history there have been periods when the basis for order has seemed to disintegrate. At these times a disordered consciousness has arisen which has become manifest in various ideological movements. This course enquires into the conduct and nature of such movements. Among the ideologists studied are Medieval gnosticism, 18th-century socialism and historicism, political atheism, materialism, and nihilism.

The prerequisite for this course for undergraduates is Political Theory 32. The course is composed primarily of seniors.

PRESENTATION: The course is basically directed discussion of the assigned works. Supplementing the discussions are several lectures by Dr. Niemeyer.

READINGS: In the past, the readings have included Cohn's *Pursuit of the Millennium*, Manuel's *Prophets of Paris*, Mill's *Auguste Comte and Positivism*, Niemeyer's *The Communist Ideology*, Marcuse's *One-Dimensional Man*, and Camus' *The Rebel*. They are all available in paperback and cost approximately two dollars each.

ORGANIZATION: Undergraduates are required to write an essay on one of several works. The final grade is determined on the basis of these assignments, a midterm, and a final exam.

COMMENTS: Though a student can greatly profit from this course, he should also plan to take the second semester (The Reconstruction of Political Theory). The first semester provides an understanding of ideologies, but does not present all the necessary tools for a complete critique. These may be acquired in the second semester. Nonetheless, the course allows the student to become aware of the problems that ideologies have caused. This course is an effective and important beginning for a serious study of ideologies. (See Govt 342 for further comment.)

Government 412 American Founding, 2 MWF Walter Nicgorski

CONTENT: This course, last offered in the fall of 1968, will be an attempt to provide an opportunity for students to examine closely the political theory of important American founders and the political theory in key documents of the founding. Although the course is technically limited to government majors, Dr. Nicgorski will be a member of the faculty of the General Program, and so, nonmajors may be accepted at his discretion.

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

ORGANIZATION: The previous time this course was offered each student had the option of writing either one major term paper or two critical book reviews. Final grades will be based on these papers and performances on a mid-term and a final exam. The papers were closely read and closely graded.

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

COMMENTS: Nicgorski spends the first few weeks in an introduction to what others have said of the American founding. His classroom attitude is slow but not lethargic, undramatic yet extremely articulate. He applies wisdom to the proceedings, a wisdom expressed in the sound personal conjecturing that leads students to think about the issues involved.

Government 421 The Congress, 10 TT 12 J. Roos

CONTENT: This course, offered for the first time next semester, will offer the serious student an opportunity to engage in a comprehensive program of readings on the United States Congress and its impact on the American system. Emphasis will be placed on gaining a thorough knowledge of the Congressional system. Topics will range from the seniority system to congressional reform. American government would be an especially good base for study though not absolutely necessary. The class will be composed mostly of seniors and a few juniors.

PRESENTATION AND ORGANIZATION: Judging by other courses by the same professor, the course will depend heavily on class discussions and student participations. Tests will be interpretive rather than memorization quizzes. There will be a midterm and a final and a term paper app. 20 pages in length. Grades will be determined on the basis of test grades, the paper and class participation. The latter will weigh the most heavily. Mr. Roos is a most interesting person who has an avid interest in modern politics. His enthusiasm for political reform should be most obvious yet disagreement is always welcomed. The average grade should be a B with a fair apportionment of A's.

READINGS: Readings will include James M. Burns, and others of this slant. *US News*, *Time*, etc., etc., will likewise be consulted. All readings are tentative at this time. Knowledge of the basis ideas in the readings will be expected insofar as little other factual presentation will follow.

COMMENTS: Mr. Roos spent quite a great deal of time discussing this topic in his American Government course of last year. His own experience in this field is quite extensive and he will have many interesting insights into the problem that faces our legislative branch of government today. His method of presentation makes for easy communication between student and teacher and a good class rapport will follow.

Only those students who are willing to adopt a rigorous reading schedule should sign for this course. Mr. Roos will expect much from students but those who take the course can expect a worthwhile experience.

Government 423 American Political Parties, 1 MWF Donald Kommers

CONTENT: The course centers on the role of the political party in the total American political system. Though the emphasis on

any one aspect may vary, Dr. Kommers examines not only the political functions of the party, but its social, structural, and historical aspects as well. Some time is also devoted to the discussion of interest groups and their relationship to the political parties, and the course ends with an examination of the possible role of parties in the future. This is a one-semester course offered both semesters, and though no prerequisites are necessary, some background in American government is advisable, though not vital. The course is limited to government majors, and is predominantly composed of juniors and seniors.

PRESENTATION: Dr. Kommers lectures only once a week, with discussions on the other two days. The lectures are usually a comprehensive examination of a specific topic, though those seeking a detailed list of facts and statistics will be disappointed. The lectures tend to be dramatic in style, and though there is no apparent logical sequence, they are extremely interesting and well thought-out. Generally, Dr. Kommers does not lecture on the readings, leaving them for the discussion periods, and questions are allowed. Participation is encouraged in the discussions, as Dr. Kommers is interested in what the student has to say.

READINGS: There are ten paperback books in this course and no text, though Dr. Kommers recommends V.O. Key's *Politics, Parties, and Pressure Groups* to provide general background. The paperbacks are excellent, and, as a whole, tremendously informative and thought-provoking. Though the amount of reading is large, enough time is allowed for the interested student to complete each book. The authors range from Walter Lippmann to E. E. Schattschneider, and the twenty dollars spent on the books is probably the best investment a student could make.

ORGANIZATION: Though the emphasis may vary, this course requires a midterm and a final worth 25% each, a paper worth 35%, with the remaining 15% based on performance in the discussions. The exams are based on the lectures and the readings and are of better-than-average difficulty, though the well-prepared student will not find them unfair. The paper is 10-15 pages in length on any topic approved by Dr. Kommers, who also gives the student an extensive bibliography to facilitate research. Students have found the paper to be the biggest challenge, as extensive research and hard political analysis are expected. Also, the student is later required to meet with Dr. Kommers to explain and defend the assertions made in his paper. The average final grade is a B, but the student will have to earn it.

COMMENTS: This course is a must for interested Government majors. Dr. Kommers treats the student as a mature individual, and goes out of his way to be of assistance in any way he can. Dr. Kommers emphasizes intellectual development, and this, coupled with his extensive store of knowledge and personal experience, makes his course a rare educational experience. Though the work load is heavy, it is not unbearably theoretical and the dedicated student actually enjoys doing it. In short, this is the type of course you'd expect a university to offer.

Government 431 American Constitutional Law, 10 TT 12 Paul Bartholomew

CONTENT: American Constitutional Law, offered in the fall semester as an upper-division course, presents a detailed analysis of the Supreme Court's decisions on all facets of American government. The course is based on the belief that once a student has grasped the basics of American government, the best way to further his knowledge in this field is through an intensive study of Supreme Court rulings. The cases studied do, in fact, present a valuable blend of the lofty ideals and the practical realities that typify our government. The Court's present stand on each issue is stressed although background historical information is often included. No prerequisite, but a working knowledge of the basics of our constitutional system is essential, and may, perhaps, most easily be obtained in Professor Bartholomew's American Government survey course.

PRESENTATION: The class is generally small, offering great opportunity for discussion. Professor Bartholomew, in fact, demands class participation of each student. Thus, the student must be constantly prepared to summarize and evaluate each case under consideration. At times, Professor Bartholomew will speak at length on certain cases or issues. His style is dry and tedious, but he has a tremendous knowledge of this complex field.

READINGS: The text is *American Constitutional Law*, by Rocco Tresolini, although Professor Bartholomew's own text, which recently went to press, may be substituted next year. Equally important are the outside cases—cases found in the Supreme Court Reports—which number over one hundred. The reading is extremely heavy and requires close attention.

ORGANIZATION: This year, there were two exams, a mid-term and a final. The exams are detailed and difficult. The final mark is based on these exams and on class participation. A student who always comes to class prepared is at an advantage. Professor Bartholomew is a notoriously hard marker. He demands much from the student, both quantitatively and qualitatively, but a student who is willing to make the effort will be fairly rewarded.

COMMENT: Because of the work load and the detailed nature of this course, only those with a real interest in the workings of American government should attempt it. The course gives no attention to the theories of what our constitutional system might or should become. But for the serious student who seeks a detailed understanding of American government as it is, this course can be highly worthwhile.

Government 434 Supreme Court History, 9 MWF Raymond Cour, C.S.C.

CONTENT: Being taught for the first time in the fall semester, this course is an historical study of the role of the Supreme Court in American constitutional development. Its major emphasis is the contribution made by our highest court to the constitutional history of the United States. It takes into particular consideration the Supreme Court justices and the specific court rulings that have been of primary significance. The prerequisites are at least an introductory course in American government or American political history. The majority of the class will be senior government majors.

PRESENTATION: Class lectures comprise a major part of this class. The subject matter covered is particularly helpful in clarifying and enlarging upon material assigned for the day. The lectures are interrupted by class discussion relevant to assigned readings. The tests will cover the readings assigned as well as the lecture material.

READINGS: The basic text will be *Liberty and Justice* by James M. Smith and Paul L. Murphy. In addition, there will be supplementary readings, still to be selected.

ORGANIZATION: Required outside assignments consist of one term paper and two book reports. There will also be two quizzes and a final examination. The final grade is based on the quizzes and the final exam, written assignments, interest and participation in class. Responsibility for the work of the course is left to the individual student. It is expected that he will show an interest in the class and fulfill all course requirements. A correlation between regular attendance and interest and achievement is assumed.

COMMENTS: Students who take this course should be interested in the Supreme Court and law. The work load is not unbearable but anyone planning to enroll in this course should be prepared to demonstrate his interest in the course work and to complete the required assignments.

Government 441 Comparative Politics Robert H. Evans

CONTENT: The main emphases of this course will be the relationships that exist between three broad categories of politics—the dynamics, the institutions, and change. Comparative Government is a prerequisite since this course deals with the guiding lines, principles, and circumstances that condition the actions of government, all of which necessitates familiarity with political mechanisms. The students are asked to examine social and ideological trends, political trends especially in the Western nations, and methods of political analysis. The course will be primarily for juniors and seniors and is definitely limited to 15 students.

PRESENTATION: Dr. Evans is eminently qualified as a discussion leader and plans to alternate lectures with discussion meetings. Discussions revolve primarily around readings and papers submitted by each student. Dr. Evans, a citizen of both England and France, demonstrates a comprehensive command of American and Western European political institutions.

READINGS: The basic texts for the course will be *Comparative Politics* (Macridis and Brown, \$7.25) and *Political Man* (Lipset, \$1.95). Additional readings are usually assigned and at times are lengthy, but the conscientious student will have no difficulty in maintaining interest and keeping up with the readings.

ORGANIZATION: The class will meet twice a week, once in lecture and once in discussion. Professor Evans plans to assign one research paper, the topic to be determined by the student and limited probably to a maximum of 10 pages. There will be a midterm and a final, one of which will definitely be an essay exam. There is a good chance that the final will be a take-home test. Midterm and final will be worth approximately 50% of the final grade, the paper 25%, and class participation 25%. Average final grade depends largely on the nature of the class and quality of discussion, but Dr. Evans is not known for giving a large number of either A's or F's.

COMMENTS: If the student is willing to shed timidity and keep himself well-versed in the course requirements, he will find the course stimulating and challenging. Once behind, however, it will be very difficult to catch up. This last semester the course suffered because it was opened to both undergraduates and graduates, often leaving the undergraduates intimidated and reluctant to offer points for discussion. Dr. Evans realized the failings of the course's organization and will limit the course next semester to undergraduates. The student will find Professor Evans a demanding but understanding and highly qualified teacher.

Government 445 African Government Politics, 9 TT 11 Peter Walshe

CONTENT: The intent of this course is to introduce the student to politics on the African continent. Political order in Africa is linked intimately to problems that are cultural, economic and historical as well as political. Dr. Walshe exposes one to the myriad of interrelated causes and effects that have molded African life from the pre-colonial era to the present. He focuses on the development of the various post-colonial political systems, examining how viable they are in a modern setting as well as how consistent they are with African tradition. Dr. Walshe recommends a slight economics background, but it doesn't prove vital.

PRESENTATION: Dr. Walshe's lectures are extremely well organized. Each class presentation is a very concise and well honed package of essential and well integrated material that leads with no lost motion into the subsequent class. The professor is careful to clarify all terms before proceeding so the student knows where he is at all times. Dr. Walshe does not mince words and the notes reflect the fact that he offers very little that one could

call extraneous. He knows Africa as one who has both lived and studied there. Consequently, he is able to blend his political focus with additional cultural and historical content without distorting his models. His class was originally supposed to be divided into seminars about two thirds of the way into the semester, but the amount of material prevented this. Dr. Walshe does hope to implement the seminar feature this semester.

READINGS: Dr. Walshe passes out about seven or eight reading assignments throughout the semester. He requires that one purchase about five paperbacks and the remaining readings are placed on reserve. The assignments are made on a chapter or section basis as it is pertinent to the immediate themes he wishes to treat. The reading is interesting and reasonable in extent. About a week and a half is allotted for the completion of each assigned list. Cost of texts is roughly six dollars.

ORGANIZATION: The major paper is due by the end of the semester. It is required to be sixteen to twenty pages long. Dr. Walshe provides five topic areas with individual bibliographies from which the student can choose. Research time is cut in half by this procedure. He will accept other relevant topics on an individual basis as well as suggesting research possibilities. In addition there are two tests and a final. The tests are comprehensive but fair. In determining the final grade, the two tests count for one-third, the paper for one-third and the final for one-third. Average final grade, B.

COMMENTS: His is a "tight" course. Everything fits together well, and one seldom finds his time wasted. Dr. Walshe is passionately interested in having his students understand a good deal about Africa by the end of the semester. He is a competent lecturer, accomplished economist as well as a political analyst. In addition to these, he is a very congenial human being. Despite the structure built into this class, Dr. Walshe is quite amenable to allowing for individual flexibility and independence. This is an excellent course for anyone interested in learning of the problems of underdeveloped countries as well as cultivating an interest in a genuinely fascinating continent. By all means.

Government 454 Contemporary European Problems, 10 TT 12 Robert Evans

CONTENT: This course, being offered for the first time outside of the summer session, will consist of a treatment of internal problems of individual European nations as well as those difficulties facing Europe as a whole. Countries included are France, Germany, Italy, Britain, and possibly Spain. Topics range from Italian Communism and relations between the two Germanies to European Integration and the Atlantic community.

PRESENTATION: This will depend on enrollment. If numbers permit, the course will be conducted in seminar fashion. Otherwise Dr. Evans will lecture.

READINGS: Dr. Evans complains that the Notre Dame student does not do his reading. The assignments should be fairly heavy if conscientiously done. A complete list of readings has not yet been decided upon, but among those books being considered are Noonan, *France: Politics of Continuity and Change*; Germino, *The Government and Politics of Contemporary Italy*; Shell, *Democratic Political Process*; Bliss, *The Politics of the European Community*; Clark, *The Politics of the Common Market*. This list is subject to change or addition.

ORGANIZATION: At the moment a mid-term, final, and a paper or presentation are envisaged.

COMMENT: An English father, French mother, Italian wife, as well as studies in Paris and Bologna form part of Dr. Evans' excellent background. As for criticism based upon past courses, Dr. Evans freely admits that there have been difficulties with his seminar aspect of his course Comp Politics. He hopes future seminar classes will be improved. If the course is taught as a lecture, it is hoped that the lectures will not be as repetitive

of the reading as was the case in Dr. Evans' Comp Govt. With these considerations, and the interest value of the problems themselves, students of international relations and Western Europe should find this course profitable.

Government 458 European Legal and Political Systems 11 MWF Government 459 Fundamental Rights in Italy and America 3 MWF Giovanni Bognetti

COMMENTS: Dr. Bognetti, who will be a visiting professor at Notre Dame this fall, will offer two courses, Govt 458 and Govt 459. Dr. Bognetti is presently in Italy and therefore unavailable for comment (The SCHOLASTIC turned down this writer's request to go and conduct an interview in person).

At this time, it is not even certain that the courses will consist of undergraduates. They may be limited to graduates or be open to both. This will be decided upon Dr. Bognetti's arrival. In any case, Govt 458 will be a study of the main trends in European legal philosophy of the 20th century. Govt 459 will be a comparative study of the role of fundamental rights in the American and Italian political and legal systems.

Dr. Bognetti, professor of law at the University of Urbino in Milan, will not be a total stranger at Notre Dame. He visited Notre Dame in March to participate in a conference on challenges to constitutional democracy in the Atlantic community. The paper he presented on the parliamentary crisis in Italy showed an excellent grasp of the workings of government in that country, and this writer would recommend him on the basis of that one favorable experience. Dr. Bognetti also draws high praise from several faculty members. They feel certain of his ability to make these courses worthwhile experiences for those interested in the subject matter to be treated.

Government 461 Latin American Seminar, 4 TT 6 Michael Francis

CONTENT: The Latin American Seminar will be the cooperative effort of members of the History, Sociology, Economics, Literature, and Government departments. In the past there has been a combination of lecture and seminar ranging over past and present trends in Latin American life. Grades have been based on class participation and two exams, but final details of the course will not be decided upon until Dr. Francis returns from Chile.

COMMENTS: This seminar represents the type of interdepartmental study which often proves more valuable than a limited mental study which often proves more valuable than a limited ground which should enable him to make significant contributions to this class.

Government 475 Diplomacy in the Atomic Age, 1 TT 3 Stephen Kertesz

CONTENT: The course offered only in the fall is a survey of the development and practices of the science of diplomacy from ancient times to our contemporary political situation. Emphasis is placed on a historical analysis of the development of diplomatic norms and then an attempt is made to apply this knowledge to modern forms of organizations of nations; i.e., the U.N., NATO, The Common Market. Contrasts are drawn between the Soviet, American, British and French methods. Emphasis in the course is placed upon interpretation rather than memorization and no actual prerequisites are necessary. The class is composed mainly of juniors and seniors who are willing to expend more time in outside reading than in most other government courses.

PRESENTATION: Dr. Kertesz brings to the course a wide range of personal experience that compensates on occasion for dull material. Lectures are interesting and follow closely the outlines of his book, *The Quest for Peace Through Diplomacy*. Discussion is encouraged and recommended if one wishes to get the most from the course. Tests are both essay and objective and require a minimum amount of preparation.

READINGS: Three outside readings are required dealing with the development of diplomatic practices. Reports are required on each of the three books, appr. 417 pages in length. Ample time is given for readings, and Dr. Kertesz is not one to press deadlines. In addition, the class will complete in its entirety *The Quest for Peace Through Diplomacy*. All readings, including text, are paperback. Total cost is \$10.

ORGANIZATION: In addition to the reports mentioned above, a midterm and final are given. A term paper, appr. 15-25 pages in length on any topic, is required. Dr. Kertesz rates the paper quite heavily in the final determination of the grade and hence much effort should be expended. A student is given a thorough and fair personal evaluation. The average final grade is a B with many A's.

COMMENTS: Dr. Kertesz is one of the finest professors now teaching at N.D. His personal experience as a member of the Hungarian Peace Commission at the end of World War II brings much to the course that cannot be quantitatively evaluated. Personal interviews are encouraged and discussions on a one to one basis are not rare. Dr. Kertesz's course can give the govt. major one of the most worthwhile learning experiences here in four years.

Government 477 U.S. Foreign Policy, 3 MWF Michael Francis

CONTENT: The purpose of this course is to acquaint the student with the basic elements of the United States foreign policy. The first half of the course is devoted to the instruments of policy available to American decision makers. Most students shouldn't have any problem here if they already have had American Government and International Relations. The latter part of the course is devoted to some of the major foreign problems of the United States. This is usually very interesting since Professor Francis is a good discussion leader.

PRESENTATION: Professor Francis is not too fond of lecturing and would rather discuss. Once a discussion has started, it rarely stops. This is good if there is some organization in it, but at times discussions tend to be trivial and boring. The topics discussed are always related to the text though.

READINGS: Since Professor Francis is currently in Chile it wasn't possible to contact him, but it is presumed that he will use the same books as last semester. The textbook is Appleton's *United States Foreign Policy* (\$10.00), while other readings include Roger Hilsman's *To Move A Nation* (\$2.95) and Roland Steel's *Pax Americana* (\$1.85). The readings are interesting and not too demanding.

ORGANIZATION: There are three exams of equal weight. One part is devoted to identifications and the rest is composed of essays. There is also one term paper which will consist of the discussion of a chosen topic for which four books must be read. In fact, the paper is practically one big book report. The final grade is obtained by adding the three test grades (each worth 2/7) and the term paper (1/7). The average final grade is a B. A's are not too hard to get if one is willing to do all the readings seriously and attend lectures regularly.

COMMENTS: Professor Francis doesn't require attendance, but he might in the future if there is a definite lack of it. His course can be very interesting if the students are willing to discuss intelligently. He is open to questions at all times. He is an expert on Latin America and his insights into that continent are quite revealing.

Government 481 International Communism, 2 TT 4 George Williams

CONTENT: Offered in the fall semester, consisting mainly of seniors and graduate students, this course attempts to deal with the specter of the Red menace. The class is scheduled to meet twice a week, but Williams dislikes having graduates and undergraduates in the same class; so he splits it into two sections, each meeting weekly.

PRESENTATION: If one is looking for well-organized, logical lectures then a course by George Williams is not one to take. His lectures seem to go three different ways at once, with little emphasis on any central unity. Last semester's course consisted of both lectures and outside reports given by students. Williams attempts to encourage discussion, but most students would rather listen to him than attempt to air their own views.

READINGS: Excellent. *Lenin*, Shub; *Mao Tse Tung*, Schrum; *Marx*, Berlin; *World Communism*, Barkenov; *Castro: Myths and Realities*, Drafee; *The Moulding of Communists*, Meyer, and a few others. Williams gives the impression of having read every book written, and one of the most valuable aspects of his course is the extensive bibliography sheets he passes out from time to time.

ORGANIZATION: Grading for the course is fairly arbitrary. The only required work last semester was one moderate-length paper. Outside reports were encouraged, but not mandatory. No tests. As in most upper-level seminar courses, the grades were A-B. One should not approach this as a jock course though. While Williams does not pressure, the opportunity is there if one wants to learn.

The one criticism of this course that can be made is that at times it does seem to lack general direction. Although it rarely degenerates into a worthless bull session, there are times when the lectures do seem rather disconnected.

This course is definitely worth taking, if for no other reason than to become acquainted with Williams. He has an immense store of knowledge — both intellectual and personal — on a vast range of topics. Just being in the classroom while he is rambling on a variety of subjects is worthwhile. He does have a rather heavy work load, but he is generous with his time once you locate him outside of class. Any student seriously interested in international relations in any aspect should take a course by Williams.

Government 675 Soviet International Affairs, 10 MWF George Brinkley

CONTENT: The span of Soviet Foreign Relations is divided into five areas of concentration: 1. Origins and Foundations; 2. Militant Advance and Strategic Retreat: 1917-1927; 3. Stalinism and the Search for Security: 1928-1940; 4. World War II and Communist Expansion: 1941-1953; 5. Peace Co-existence and Polycentrism: 1953-1970. Students will be required to have International Relations, which is necessary to appreciate the course fully.

PRESENTATION: The course and material are well organized. Mr. Brinkley's lectures, of which the classes are composed, are coherent and fascinating. The subject matter is presented in a chronological sequence. His capacity for presenting it in a relevant and often amusing way makes the extensive note-taking that is required worthwhile. It is an exceptional course for any government major, not merely for those in Eastern European Studies.

READINGS: The readings for the present semester are composed of two texts and a fairly large, extensive reading list. Texts: *Expansion & Coexistence* by Adam B. Ulam, and *Russian Foreign Policy* by Ivo J. Lederer. The student is free to determine which of the books on the reading list he will read, as long as

at least one is read for each subdivision of the five areas covered (there are 12 subdivisions all together). A bibliography must be submitted with each test and at the end of the course.

ORGANIZATION: Because of the size of the present class, no paper was required. There are three tests and the final, all of which are essay. A person should be prepared to take the tests in such a way that the result will be clear, critical, exact, and so that the questions are well covered. He must *know* the material to be

successful. Mr. Brinkley is a fair but strict and critical grader.

COMMENTS: There is not much time spent on the ideological aspects of communism or on Soviet ideology as it developed later. The origins are approached on an historical basis, leading up to Russia's entrance into the world of foreign relations. A large period of time is covered rapidly, especially at the beginning of the course. Later, the areas are covered more slowly but in much greater detail.

History

History 223

American Public Affairs I, 10 MW

Thomas Blantz, C.S.C.

CONTENT: This course is the first semester of a survey of American History. The first semester will cover the period from the discovery up until, but not including, the Civil War. There are no prerequisites for the course.

PRESENTATION: Fr. Blantz's lectures are well-prepared and are worthy of your attention, though at times they do seem to drag. He lectures twice a week, with the third period taken up by small discussion groups (10 to 20) led by his teaching assistants.

ORGANIZATION: There are only two major tests, a midsemester and a final. Father Blantz requires no papers; however, there are often quizzes in the small discussion groups to make sure students are keeping up with the required reading. The two major tests consist of both objective and essay type questions.

READINGS: The readings for the course will include one major text and three or four paperbacks. The books are relevant to the lectures, and are easily read in the time allotted.

COMMENTS: Survey courses of American History in general are horrible for all concerned—both the students and teachers. The student is subjected to a cursory view of American history for the umpteenth time, and the teacher is frustrated by a lack of time to go into the subject in any real way. Fr. Blantz, for the most part, is interesting and his course has steadily improved. Moreover, his is not a difficult course grade-wise, and the reading load is light. Therefore, anyone in AL who still has to fulfill his history requirement might do well to enroll in this course.

History 227

Development of American Civilization, 9 MW

J. Phillip Gleason

CONTENT: The course in the first semester is a full study of American history from early colonial times up to the Civil War. Social, cultural, and philosophical developments are covered as well as simple political events. No prerequisites for the course except an appreciation for American history.

PRESENTATION: Dr. Gleason presents well organized lectures that usually bring interesting sidelights into the current area of discussion. However, Dr. Gleason's aloof and dry manner of presentation tends to bore the student and take away much of the excitement in American history. The readings are related

very closely to the lectures but take in more detailed aspects of America than mentioned in the text.

The lectures are held twice weekly. There is also a discussion section once a week with one of the two graduate assistants. The discussion sections are generally dull and considered a waste of time by the students. Little stimulating discussion ever occurs.

READINGS: There are two basic texts used in the course: *The National Experience* by John Blum (\$6) and, *Main Problems in American History* (\$5) by Quint, Albertson, and Cantor.

ORGANIZATION: The two tests, mid-term, and final cover both the lecture and the reading material but have a tendency to be picayune. There are weekly quizzes as well as two 5-10-page book reports.

The final grade is based on weekly quizzes (30%), mid-term (20%), two paper (20%), final exam (30%). Marking is done by the grad students who tend to get picky at times. B's and C's are the usual grades.

COMMENTS: The course at times presents some interesting insights into American history. The manner of presentation could stand a little improvement. The student finds that to do fairly well on the tests he must spend much time studying unimportant facts without really grasping the overall historical significance of the different incidents.

History 229

American Economic History I, 10 TT 12

John Williams

CONTENT: The fall semester of this two-semester course is a general survey of American history from an economic and business view. The survey spans the formative years of American business from colonial New England to the beginnings of industrialization. Also, as a historian, Dr. Williams considers the historical and sociological viewpoint of these years. There are no prerequisites for this course. The history is common knowledge with a new interpretation and the economics is basic theory, easily assimilated.

PRESENTATION: The semester is divided into two parts with the first consisting of lectures. Dr. Williams expects the material to be read thoroughly and thus does not rehash a presentation of the book. His lectures center on theory or specific incidents which relate and explain a period. His style is very fluid, however, he at times is not well organized. The second part is a small discussion session and ranges from excellent to mediocre, depending on the group discussion leader. This leader could be either a graduate student or Dr. Williams.

READINGS: There is one basic text for the lecture session. *Ascent to Affluence* by Hession and Sardy. This book is excellent. It covers business, sociology, history, and economic theory. The second part of the semester, the student is required to read about 5 books and articles, depending on the section chosen.

ORGANIZATION: Testing consists of a rigorous midterm, either objective or subjective, on the book. This may include a lengthy take-home essay. Also there are 5 short synopses of the discussion books and a lengthy final term paper. Dr. Williams has organized his course on a pass-fail system. The student must pass the midterm exam, book report, discussion session, and term paper to get 4 credits for an A, pass 3 for a B, etc. No attendance is taken. The lecture session meets 3 times a week, and discussion once a week.

COMMENT: Dr. Williams often takes the view of a neo-leftist Historian. His new focus on the course should stimulate the student and force him to reevaluate his previous brainwashing. Dr. Williams is often very critical of capitalism, but he merely presents the facts and lets the student conclude for himself. Although the lecture part of the course could be improved, the discussion section is generally excellent and enlightening. The student is given both help and time in pursuing one particular topic. This course is recommended for both history and business majors. It is an excellent fusion of both in the interpretation of the American past.

History 305 Ancient Near East, 2 MWF Jonathan Ziskind

CONTENT: A general socio-cultural description of the powers in the Ancient Near East from Greece to Persia to Egypt. Furthermore it is a picture of the constantly fluctuating military and political relationships that emerged between them. The subject is broad and for the first four weeks I was frequently lost attempting to figure out what was happening, but gradually what is woven is a historical network that explains the complicated upheavals of an area infrequently studied and much less understood. The course, in essence, is a description of the child that came to be known as western civilization, and if Greece was the mother of that child, then the Ancient Near East was certainly the father.

PRESENTATION: Dr. Ziskind's lectures are manifestations of his personality. He paces back and forth, impatiently moves about at the podium, and can't seem to get facts out fast enough. As a consequence notes may tend to look like voluminous chicken scratches. Always open for questions and always ready with the answer, Dr. Ziskind's enthusiasm is omnipresent. His humor is equal to his enthusiasm and he delights himself with putting words on the board in cuneiform, Persian, or Greek, and then blowing your mind by seeing a mistake in the word and correcting it. There are dull moments but for some reason I don't remember many of them.

ORGANIZATION: His lectures are always well-organized and he generally finishes with the bell. The readings for the course are not yet completely decided. What will be retained is Pritchard's *Ancient Near Eastern Texts in Relation to the Old Testament*. The majority of the outside readings are from this text which is on reserve at the Library and they must be read since some are quoted on the tests. Either Henri Frankfort's *The Birth of Civilization in the Near East* or *Before Philosophy* will be used, and there is a possibility that C. Roux's *Ancient Iraq* will be a text.

In addition to the reading there is a midterm and a final, a term paper and three maps. To do the maps the *Atlas* by Milojcic is a must and I suggest that you buy your own since the one on reserve in the library has already been destroyed by contemporary Irish barbarians.

COMMENTS: The course is difficult in that it covers a large amount of material, most of which must be read to understand what the Ancient Near Eastern nations themselves had difficulty in comprehending. This is one of those courses where you'll get

as much out as you put in; but at least you have an excellent lecturer who is extremely fair in grading and interested in the subject. The type of students in the class range from theology doctoral candidates to pre-med students to idiots who couldn't copy the right course numbers from a course selection book. This diversity makes it difficult for Dr. Ziskind to please both theology and history students, but it makes you wonder how much greater this excellent course would be if the professor could be more specific and detailed. In short, the course is an experience because of the subject and the professor.

History 317 Europe 1603-1689, 11 MWF Bernard Norling

CONTENT: The course will deal with the political, diplomatic, sociological, and intellectual developments of seventeenth century Europe. There are no prerequisites for the course. It will probably be filled with history majors who are taking the course as an elective.

PRESENTATION: Professor Norling is an excellent lecturer although occasionally he tends to become too comprehensive in trying to give a total picture of Europe: *eg.*, the annual tedious Secession states lecture. His lectures, however, complement and never repeat the readings. They are both witty and incisive. The lectures are always spiced with Professor Norling's comments and observations. Questions are well received.

READINGS: About 8 books. Professor Norling's selections are usually excellent. They give a general historical overview of the situation, but more importantly give the student a necessary feel for the times. The reading load will be heavy, but not as rigorous as Professor Norling's present course.

ORGANIZATION: There will be a short quiz on most of the books with an option of doing a book review. There will also be one or two book reviews depending on the size of the class. A midterm and final will also be given.

COMMENT: Professor Norling is one of the best teachers in the university. He is well-prepared. Nevertheless, it is his own personal observations and comments which are his courses' principal assets. Every history major should come into contact with him at least once as should any student carrying a relatively light reading load.

History 321 France 1500-1789, 2 MWF Leon Bernard

CONTENT: As the title indicates, the course will treat the history of France from 1500 to 1789. There are no prerequisites for the course; however, a reading knowledge of French would not hurt the student. Dr. Bernard's fall semester course was composed of an equal number of graduates and undergraduates last year. His spring semester course, the French Revolution and Napoleon, was populated by a large number of undergraduates, 20% of whom were from across the road.

PRESENTATION: Dr. Bernard's presentation is excellent. His lectures are casual and humorous, sprinkled with personal anecdotes and tales of France's more licentious national heroes and villains. Student discussion is encouraged if not expected. Lectures and readings parallel and complement each other.

READINGS: Readings for the course will include *The European Mind* by Paul Hazard, *France in the Classical Age* by Edouard Querard, and *The 17th Century in France* by Jacques Boulenger. The books are excellent, particularly Hazard's. Ample time is given for the student to read the texts.

ORGANIZATION: Dr. Bernard requires two term papers of graduate students. Undergraduates may choose to write six book reports of two pages each, or one term paper of 10 pages. There

are two examinations, a midterm and a final. The midterm was thought to be moderately difficult. Basis of the final grade is the combined average of tests and papers. Attendance isn't mandatory, but Dr. Bernard, after the first few classes, knows who his students are and is aware of chronic absenteeism.

COMMENT: Dr. Bernard offers an excellent course for majors and non-majors alike. He is very amicable and "tuned in" to the students. The course is not overly demanding nor are its deadlines inflexible as far as papers are concerned. Anyone who is at all interested in French history should take the course. In the words of whoever made up the instruction sheet for this evaluator, "it is a significant educational experience."

History 333 Medieval History I, 9 MWF James Corbett

CONTENT: History of the Middle Ages I is a survey course of the history of Western Europe from approximately 200 A.D. to 1000 A.D. The second semester continues from 1000 A.D. to 1350. The major emphasis of the course is on the origins of the Middle Ages and the role of the Church in the early Middle Ages. The elements of the society, learning, culture, and politics of the period are studied. Most of the students in the course are junior history majors. The course is an optional requirement for them when taken in conjunction with the second semester part of the course.

PRESENTATION: Professor Corbett's lectures are somewhat on the dry side. They are very well organized, however, and it is easy to take notes. Professor Corbett's grasp of the material is excellent. The lectures complement the readings.

READINGS: Professor Corbett is not on campus this year and I am not certain what the reading list will be. Last year, about five books per semester were required. The books were somewhat difficult to read, being long and quite dry. The books serve to fill in the background material of the lectures. The readings are assigned as you go along. It is a very good idea to keep up to date with the readings or you might find yourself in a little trouble when exam time comes. Approximate cost of the texts was in the neighborhood of \$15.

ORGANIZATION: There were three determinants for the final grade: a research paper of 4,000 words, a midsemester exam, and a final exam. Each counts a third of the final grade. Professor Corbett puts a great deal of emphasis on the paper and insists that its subject be narrow enough to be dealt with adequately. Spelling and proper footnoting are included in the grading of the paper. The tests usually consist of an objective section and an essay. The objective section tends to be trivial in parts as a knowledge of dates, places, and persons is expected. Much of the material for the tests is taken directly from the lectures, but a knowledge of the readings is essential to answer the essay properly. A's are not easy to come by, but anyone who makes class regularly should get a B.

COMMENTS: Professor Corbett is a master of medieval history, and especially of Church history in this period. The work load is very fair. Professor Corbett is a wonderful person, very willing to answer student questions and to help them in any way he can. Some consider the course irrelevant and boring though. Not too much can be done to make a Medieval History course exciting. One problem is that the course tries to cover too much material in two semesters. The course is very enlightening for those with an interest in this period; for all of its shortcomings, most of the students who took the course would take it again.

History 351 History of Ancient Greece, 9 MWF Anton-Hermann Chroust

CONTENT: Ancient Greece is a study of Greek civilization from its birth to the death of Alexander the Great. All aspects of

Greek life are examined with emphasis placed on the politico-economic problems. There are no prerequisites for this course. The majority of the students are junior history majors but the course is by no means limited to them.

PRESENTATION: Professor Chroust has a thorough knowledge of the subject and his lectures are usually enjoyable. However, he does have a tendency to digress from the subject and much time is devoted to his personal views on all subjects. The lectures follow the book and help to clear up any questions that the student might have. If the student has no questions, attendance isn't necessary; the lectures are covered very well by the text. Professor Chroust encourages questions but few are asked. Consequently there is little discussion.

READINGS: Three books are required for the course: Bury's *History of Greece* and the histories of Thucydides and Herodotus. The student is given the entire semester to read these books. It would be wise to read all three but it is possible to get by with just reading Bury. The books for this course are excellent. Their approximate cost is \$10.

ORGANIZATION: No assignments or papers are required and only one exam, the final, is given. This exam is the sole basis for the final grade. The test itself is very general and not particularly difficult but a thorough understanding of the major events is necessary. Final grades are usually B's but with extra effort an A can be obtained. A student should not think that this is a definite A-B course for C's are given.

COMMENTS: This course, if only because of the subject matter, is worthwhile. Ancient Greek civilization is looked upon as the birthplace of modern civilization, and although the course is rather general there is much to be learned not only on the historical level but also on the governmental and sociological levels. In addition to its pure academic value, much is added by Professor Chroust. He is indeed a rare individual and by far one of the most intelligent and likable professors on campus. A semester with him is time that will not be regretted.

History 365 U.S. Political History, 1789-1828, 8 MWF Thomas Blantz, C.S.C.

CONTENT: The course treats the political aspects of American history from the period immediately following the Constitution until the Jackson administration. It is intended as the first semester of a two-semester course. Fr. Blantz develops the course in terms of specific individuals and specific topics of the period. An extensive chronological study is not carried out.

PRESENTATION: Fr. Blantz's lectures are well planned and adequately presented. The course is designed very similarly to his sophomore survey course. There are two lecture periods and one discussion period a week. Because of this discussion class, Fr. Blantz prefers to deal with questions at this time rather than during the lecture periods. The discussion periods are beneficial only because they are conducted by Father Blantz himself.

ORGANIZATION: There are only two major tests: the midterm and the final. The midterm is subjective while the final is both objective and subjective. There are no quizzes or papers. However, Fr. Blantz places much emphasis upon the small discussion periods.

READINGS: The following were used as text books last semester: Miller, *The Federalist Era*; Smelser, *The Democratic Republic*; Dangerfield, *The Awakening of American Nationalism*; Goodman, *The Federalists vs. the Jeffersonian Republicans* and Perkins, *The Causes of the War of 1812*. There are only one or two additional outside readings. The readings are neither tedious nor lengthy.

COMMENTS: Although there were some difficulties that are innate in any course taught for the first time, the course was well worth the student's effort. It is not difficult with respect to either work or grades, but it does involve a genuine interest

in the period. Besides its interest to the serious history student, the course could be beneficial to anyone interested in the political aspects of early American history.

History 385

Spanish and Americans, 1492-1788, 11 MWF
Fredrick Pike

CONTENT: This semester, as the title suggests, the course deals with the history of Spanish America from the time of the discovery of America until the period preceding the Wars of Independence. The second semester sequel continues up until the present. The cultural, social, intellectual, and economic history of Spanish America is stressed, as well as the political development. There are no prerequisites for the course, although, as usual, a general knowledge of the subject is helpful.

PRESENTATION: Professor Pike's lectures are, in a word, excellent. They are well-prepared, relevant to the course, and characterized by the frequent use of a true wit. Although these are not discussion classes, Professor Pike welcomes questions, and attempts to answer them honestly.

ORGANIZATION: There are two tests in this course, a midterm and a final. The tests are difficult and require a good knowledge of the material. There are also two papers (four for graduate students) of 4-6 pages, on books that are part of the syllabus. The final grade weighs heavily on the two tests with the papers counting about 15%.

READINGS: Prof. Pike works with about 6 or 7 paperbacks each semester. There are assigned readings from these for every class, and although they aren't too long, you can easily find yourself behind. However, you can catch up before the tests without too much trouble.

COMMENTS: Nobody takes Professor Pike's course because they want an easy grade. In fact, he tends to be strictly B-C; however, you can do well if you take a sincere interest in the course.

Professor Pike, I believe, offers a student a real chance to grasp a fundamental understanding of our Latin neighbors. Without a doubt, it has to be one of the best courses offered within the department.

History 391

The American City I, 9 TT 11
John Williams

CONTENT: The first half of a two-semester course, Williams places the American city in the context of its physical, social, political, and economic evaluation. The first semester centers on the pre-industrial city. The emphasis is on the colonial New England town organization and its influence on the North and East. French and Spanish influence in the West are 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: Although this class had a seminar-type organization in the past, the size of the class now inhibits continuation; however, good questions are welcomed. For the most part, Dr. Williams' lectures were important and worth listening to, despite the fact that at times they became boring. An added variety was that each graduate student in the class took his hand at lecturing. This has seemed to work out well.

ORGANIZATION: There will be one paper of moderate length (10 pages), a midterm and a final. The average grade is a B, but it must be earned. A's reflect honors' work.

READINGS: Readings are taken from a syllabus which the students are expected to follow for each class. It would be wise not to fall too far behind.

COMMENTS: Dr. Williams concentrates on the technical and spatial aspects of urbanology, rather than on the political and cultural problems. This may turn people on or off. However, the course is worth taking, not only for history majors, but those in government, sociology, architecture, and urban studies.

Modern and Classical Languages

Classics 155

Classic Archaeology I, 10 TTS
Francis Lazenby

CONTENT: A two-semester, three-credit course, Mr. Lazenby's course is divided into Greek and Roman archaeology. First semester deals with Greek archaeology. It is a survey of the major sites in the Greek world from Neolithis to Hellenistic times as a means of seeing civilization and customs.

ORGANIZATION: The text is *The Mute Stones Speak*. Slides are part of the lectures and the three tests and final are based on the reading, lectures, and slides. Each student prepares an oral presentation.

COMMENTS: The course does not satisfy the language requirement, but it is an interesting though thorough survey. It is a good elective and important for those in Classics.

French 233

Practical Readings, 11 TTF
Maurice Couteurier

CONTENT: The course is designed to both increase one's practical knowledge of French life and to develop his reading skill and understanding of the language. College French is not a prerequisite, so the distribution of students is not limited to those of any one class level or major.

PRESENTATION: The classroom medium is discussion on assigned texts, with very little emphasis on in-class reading by either student or professor. The discussions are almost entirely in French, allowing the student to practice his oral command of the language in communicating his understanding of the readings.

READINGS: The text used last Fall was *Panorama de la France Moderne*, an inexpensive book offering some contact with all

walks of contemporary French life. Daily reading assignments were seldom longer than five to ten pages.

ORGANIZATION: Occasional written resumes of certain selections were required, thus providing opportunity for grammatical exercise and stylistic improvement. Since these resumes were usually short and informal, the majority of the final grade came from both the classroom discussions and the mid-term and final exams. The exams served most importantly as a measure of one's understanding of the readings.

COMMENTS: Professor Couteurier comes to Notre Dame from Angers, France, where he teaches French Culture and related courses. Many members of past Sophomore Year Abroad groups are familiar with his teaching method and personality: he is well-trained in his field, never doctrinaire, very humble and affable. His class will probably have a small number of students, since most of the French majors are either in Angers or take the more advanced literature courses. The only problem in last fall's course was some disagreement among the six students over the idea of "practical readings" as opposed to a more cultural or literary perspective. Professor Couteurier should be able to redefine some goals of the course to account for various student interests.

French 235

French Literature I, 2 MWF

Paul Duet

CONTENT: This is a two-semester course consisting of a basic survey of the literature of the French language, and requiring the knowledge and ability acquired in elementary French. A study is made of French authors in hopes of familiarizing the students with their particular styles and contributions to the literature. No one author is given any great amount of time, but a basis for more advanced study of the field is laid.

PRESENTATION: The student must be willing to put himself into the matter and respond, since one of the class will be assigned a piece of the literature being studied in order to present the class with a more expanded study and knowledge of it. Mr. Duet conducts his class in French and lectures on a period or author when their study is begun. The class then takes up the discussion.

ORGANIZATION: The text will be an anthology and outside readings will often be required. Papers written in French are regularly assigned, as are oral reports. These plus at least two major examinations and the final yield the course grade.

COMMENTS: The course is good for nonmajors as well as for majors. Mr. Duet is open, willing to assist his students, and always approachable. The course is one of the literature of the French language and of the French people. Therefore, the student should gain a good understanding of these people, their life through the centuries, and the influences on this life and on their thinking.

French 448

Fiction to 1800, 4 MWF

Charles Roedig

CONTENT: This course has not been offered for the past three semesters and its structure is not yet definite. There are two possibilities: 1) the Novel of the Seventeenth and Eighteenth Centuries with emphasis on reading and discussing selected novelists of this period; or 2) a History of the Novel before the Revolution. This second possibility would deal with the origins, successive conceptions and realizations of the novel in France from the first prose *romans* up until the Revolution. Prerequisites: French 35-36 or the equivalent.

PRESENTATION: If the seventeenth- and eighteenth-century novel course is given, the class will be predominantly discussion with a minimum of lecturing by Professor Roedig. If the second possi-

bility is given, however, there will be more lecturing and note-taking interspersed with class discussions.

READINGS: For the Novel of the Seventeenth and Eighteenth Centuries, extracts from the following novels in the *Classiques Larousse* will be used: *Astree*, *Roman Comique*, *Roman Bourgeois*, *La Princesse de Cleves*, *Telemaque*, *Manon Lescaut*, *Gil Blas*, (*Lettres Persanes*), *Candide* (entire book), *La Nouvelle Heloise*, *Jacques le fataliste*, and *Paul et Virginie*. Average assignment will be about 50 pages per class. If the second option is chosen, the text used will be a history of the pre-Revolution novel (\$7.00) and an accompanying anthology (also \$7.00). The reading will be extensive.

ORGANIZATION: In either course, there will be two *explications de texte* and a final examination. Non-French majors may write their papers in English.

COMMENTS: Since this course has not been offered recently, there will be some disorganization. Some students who have taken other courses from Professor Roedig have not been enthused about his style of lecturing nor the lack of organization which is sometimes present. He also tends to opt for style, often at the expense of other aspects of the work being studied. He is very knowledgeable on all aspects of his subject, however, and easily accessible. The course is not recommended for nonmajors.

French 484

19th Century Poetry, 4 TT 6

Charles E. Parnell

CONTENT: The greater part of the content will be what the course title suggests, poetry. Other courses on this period of French lit have mainly discussed the major figures, Baudelaire, Rimbaud, etc. Dr. Parnell's poetry seminar will take into account groups such as the Romantics, the Parnassians, and figures not often stressed elsewhere. He notes that there is no danger of repetition or overlapping of material, since there's much to be gained from re-emphasis. The course promises to be "an historical survey with a new selective approach." Since it will be presented strictly in French, a good command of the language is a prerequisite. Sensitivity to poetry won't hurt either. It is expected, and likely, that the composition of the students will include many returnees from Angers. But it is certainly open to anyone else.

READINGS: At the time of printing, the specific texts have not yet been selected. Readings are generally not excessive. They will undoubtedly include a history of the 19th Century and an anthology of 19th Century poetry. Other related material will be easily accessible, both in the library and in the bookstore. Book bill, approximately \$5 to \$10.

ORGANIZATION: Prof. Parnell states, "A course is an opportunity to accomplish what a student wanted to do already, the teacher acting as catalyst and consultant." Thus the class will be conducted seminar-style, in a relaxed atmosphere. Assignments will include broad readings and *explications de textes*. The number of papers is still to be determined. Most likely there will be a final, consisting of essay questions. What's more, the final grade will be largely based on the everyday reading assignments. In all, the intention and direction of the course, Professor Parnell states, will be away from the competitive atmosphere of a grade-oriented class. "The grade system has become a fetish," he remarks.

German 233

Practical Reading, 11 TTF

Laurence Broestl, C.S.C.

CONTENTS: The scope of the course includes all periods in German literature, with selected writings from each — plays, novels, short stories. The student must have had at least elementary

German to get by with the readings and participate in the seminars.

PRESENTATION: Father Broestl usually makes this a seminar course in the readings and conducts it in German. There are discussions rather than lectures.

ORGANIZATION: Readings will be extensive, designed to give the student a working and reading knowledge of the language as well as appreciation for its literature. From these readings short papers will be written in German. Also topics will be given to be elaborated. These and a mid-term and final will make up the final grade.

COMMENTS: Father Broestl is reasonable in his demands; the work keeps you busy but is not very extensive. Much of the course depends on the students because of its seminar nature.

German 235 German Literature I, 2 MWF Albert Wimmer

CONTENTS: In the past, this course has been a general survey in German literature, usually covering from the early writings to the seventeenth century. A good background of no less than the beginning year German is required since all the readings, lectures, and discussions are in German.

PRESENTATION: Mr. Wimmer is known to always be prepared to do his job. He attempts to put all writings in their historical perspective. Because of his rapid, fluent German a student without sufficient knowledge of the language may easily become frustrated.

READINGS: Readings are taken from a German anthology that is used as a text. They are extensive and demand time from the student, but they do not constitute an impossible task.

ORGANIZATION: Usually a number of papers are assigned to be written in German. Stress is placed on ideas more so than on style or grammar, though the last of these should be mastered by the student as time goes on. The grade is based on the papers, participation, and the final.

COMMENTS: Any course by Mr. Wimmer is usually an experience in education. The relaxed atmosphere of the class is due to the fact that Mr. Wimmer is a contemporary person who puts his extensive knowledge to work to bring about participation. He emphasizes learning and often talks off the subject if it is of value and pertinent to his class, the material, or the students themselves. There is work involved, but the class is very enjoyable.

German 488 Schiller, 4 MWF Leo Philippe

Any one-semester course attempting to cover such an exhaustive subject as the works of Schiller is certain to abound in both frustrations and reward. Under Mr. Philippe one can be assured that he will be exposed to the extremities of both. To ease the shock it should first be noted that Mr. Philippe's technical knowledge of the subject matter will definitely be sound, and Schiller's writings should lend themselves admirably to a course structured in this manner. It must, however, be noted that, at times, Mr. Philippe's guidance tends to become a bit vague, especially once the class turns away from the biographical.

Since the emphasis is placed on in-class discussion it can only be hoped that the number of students will be restricted next fall. Lectures are few and far between and are generally limited to the more verbose students who can, on occasion, really liven up a class. Readings will be very extensive and must be kept up with if the student wishes to keep his head above water. One may expect one paper and one test to be the basis of his grade. The former gives the student a chance for some original com-

position, the latter is a mindbender requiring, at last count, about three days of solid work. Grading is liberal which, considering the amount of work, is not really asking too much.

Greek 111 Elementary Greek I, 9 MWF Robert Vacca

CONTENT: This course deals with the supposedly "dead" language of ancient Greece. The first six to eight weeks of the year are devoted to grammar, but there is evidence that this might not be sufficient time to grasp the groundwork of the language. The teacher realizes this, and an extension might prove necessary. This situation arises from the fact that the professor is extremely interested in translation of Greek works, and begins it as soon as he can. The students were mostly AL upperclassmen. No prerequisites.

PRESENTATION: This year's class of 15 was an ideal size. The teacher expected a great deal of outside work on grammar, clarifying it and answering questions the next day. This arose from the fact that the teacher was more interested in using class time to present linguistics, or a study of the language, something more effective when taught than grammar. When translation was begun, students took turns reciting. The teacher would check for understanding of the material, and frequently add much in the way of background and insight of the particular work.

READINGS: A standard grammar book by Chase and Phillips was used. Translation began with Plato's *Apology* and *Crito*, edited by Dyer and Seymour. The other text was the *Works of Homer (Homeri Opera)*, edited by Monro and Allen. Various supplementary authors were supplied by the teacher in mimeograph form.

ORGANIZATION: Grading is based heavily on class participation. The teacher finds no particular need for tests in a responsible class. The final exam was translation.

COMMENTS: Dr. Vacca transforms Greek into a language that is very much alive. His obvious enthusiasm for the subject, coupled with his genuine concern for the class, make the course extremely worthwhile. Appreciation of Plato and Homer isn't a prerequisite; through Dr. Vacca it is acquired. For those seeking to find an intellectually stimulating language, Greek is to be recommended. As Dr. Vacca would say, it is a language best learned informally, perhaps over a glass of Sherry.

Greek 401 New Testament Greek I, 1 MWF 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 moods and inverted style, tends to be more difficult than a modern language. The course is for Arts and Letters students.

READINGS: The required readings are: *New Testament Greek, An Introductory Grammar* by Eric Jay, any Greek New Testament, and a dictionary. Recommended readings: *Analysis Philologica Novi Testamenti Graeci* by Max Zerwick, S.J., and *Biblical Greek* by the same author.

ORGANIZATION: The grade is based on three tests and a final exam, all of which cover grammar well. Homework consists of translating from Greek to English and vice versa.

COMMENTS: Since this is a beginning course in Greek, it will entail daily effort and conscientiousness. Father Banas is well-

read in his field and is a concerned teacher. In order to make this course enjoyable and interesting, *earnest* students should enroll.

Italian 235

Italian Literature I, 1 MTT

Raymond Fleming

PRESENTATION: Translation problems and supplementary notes are dealt with at the beginning of class. The majority of the period is spent in discussions, although at the beginning of the semester, it was felt too much time was spent reading the selections aloud. One year of elementary Italian is a necessary prerequisite for the seminar course.

READINGS: There can be much flexibility because of the small (3) size of the class. The semester produced two 7-12 page papers, a mid term and final.

COMMENTS: Little enthusiasm has been expressed concerning the course. Even those fluent in Italian find much of the "old Italian" style difficult to read. Present students all have strong Italian backgrounds. Few felt that the required 1 year of elementary Italian would be sufficient in this course. Many felt that the class had much potential and, perhaps, with the enrollment of present Italian students, could improve.

Japanese 111

Elementary Japanese I, 1 MTWTF

George Minamiki, S.J.

CONTENT: A two-semester course, five credits per semester, Elementary Japanese is open to St. Mary's College and Notre Dame students preparing for their Sophomore Year Abroad in Tokyo. With special permission some upperclassmen may be allowed to enter the course, but enrollment is limited to 20 students. Two of the six hours are spent in the language laboratory. Emphasis is placed on conversational patterns, standardized vocabulary, and writing.

PRESENTATION: Daily class presentations include new conversation patterns, new vocabulary, and discussions from time to time on Japanese culture, customs, and history.

READINGS: The only required reading is the assigned text dealing with dialogues, exercises, and vocabulary. Other reading out of class would help with the understanding of the oriental ways of society.

ORGANIZATION: The course is highly organized and follows the assigned text. There are daily homework assignments that consist of grammar and writing exercises. There are frequent and unannounced quizzes covering the assignment and the material from class. Quizzes, homework, class performance, and the final comprise the grade.

Japanese 121

Intermediate Japanese I, 2 TT 4

George Minamiki, S.J.

CONTENT: As a consequence the restriction on Japanese 111, this class will usually be composed of students who have returned from a sophomore year in Tokyo. It is a further venture into the Japanese language, its structure, writing, and culture. Additional stress is placed on speaking and conversation.

COMMENTS: The course is an experience in living the Japanese language, in what sounds, looks and feels Japanese. The professor is demanding but always encourages interest and appreciation of the subject.

Modern Language 443

Senior Seminar I, 1 TT 3

Charles Roedig

COMMENTS: This will be the first of a two-semester course being revived in the fall. It is basically a reading and research course with a view to writing a Senior Essay in the spring semester. Each student will have a faculty advisor to aid him in setting up his topic and compiling a bibliography; the student will also regularly discuss his readings with the advisor. The course is open by invitation of the department chairman. Requests for admittance to the program from qualified seniors will be considered by the chairman, Mr. Roedig, and other members of the department.

Portuguese 111

Elementary Portuguese I, 2 MF, 3 W

Fernando Souza

CONTENTS: This is an introductory course in the general comprehension of the language. It is a five credit, two-semester course open to Arts and Letters students. Emphasis is placed on reading and pronunciation.

PRESENTATION: The small size of the class (at most 15) lends itself to informality and dialogue among its members. The work is reasonable, covering grammar and working from a reader.

ORGANIZATION: Oral preparation and written work is regularly assigned. Homework is graded. The grade is derived from the following: 4 written departmentals, 4 lab exams, written final exam, lab exam, and professor evaluation.

READING: The text is *Portugues Contemporaneo*, and readers are *Alvorada* and *Teatro Brasileiro Contemporaneo*.

COMMENTS: A good introductory course, but to take it means that a student is willing to thoroughly learn vocabulary and grammar, subject his notebook to grading periodically, and put in a fair amount of time.

Spanish 235

Spanish Literature I, 2 MWF

CONTENT: The *Cid* begins this course that continues to the Golden Age of Spanish literature, in the first semester. The second semester reaches the area of contemporary Spanish literature. Spanish 11-12 is a prerequisite, as a knowledge of the language is needed to do the reading and take part in discussion. While this is basically a survey, some works receive more attention and study.

PRESENTATION: The knowledge of the professor (this year it was Willaim Richardson) concerning anything in Spanish literature is obvious. Lectures were interesting, informal, and encouraged discussion.

COMMENT: The course is for majors and non-majors and is of value to both. It is conducted in Spanish with a flexibility and considerations for the students' abilities.

Spanish 237

Latin American Literature I

Isis Quinteros

CONTENT: The course is a general survey of the main movements in Spanish American literature from the Discovery to the beginnings of the Twentieth Century and Modernismo. The emphasis is placed on about a dozen major writers of all the major periods, although about twenty authors are read. There seem to be no specific requirements or prerequisites beyond a course in elementary Spanish, and the backgrounds in the language of the various students varies considerably. However, a sound reading

and speaking knowledge of the language is in fact a necessity for really enjoying the course. The class is composed chiefly of Spanish majors from both ND and SMC.

PRESENTATION: Miss Quinteros seems to favor the lecture style of presenting material, although it is easy for the class to take over the discussion, which frequently happens. Also, a large number of student lectures are included in the course, each pertaining to a different work. Her lectures are for the most part interesting and stimulating, and are delivered with an informality which underscores her knowledge of the field.

READINGS: One text was required for the course, *An Anthology of Spanish American Literature*, which costs \$9.50. Occasionally there will be readings from outside texts. More than anything else, it is the readings which make this course so worthwhile. Assignments are of moderate length, and sufficient time is always provided.

ORGANIZATION: This year, there were two tests and a final, all of which were difficult but fair. One paper of at least 5 pages was required, written on one of several possible literary themes represented. Also, one oral presentation on an assigned work was required of all students. The tests and the paper determine the grade, with the oral report used only in borderline cases. Average grade was perhaps a B— or C+.

COMMENTS: This course can be more than worthwhile; it can be a delight. The experience of coming into contact with these writers and their ideas, presented by a competent and considerate teacher, make this a potentially superb opportunity for anyone who has the ability and desire to make the effort that both the authors and the professor demand.

Spanish 465

Spanish-American Short Story, 10 MWF

Thomas O'Dea

COMMENT: This course is to be offered for the first time this fall. It is a one-semester course. Class will be conducted in Spanish, but may at times shift to English. A reading and understanding of Spanish is a prerequisite and may be satisfied by *at least* Spanish 11-12. This course is a study of the outstanding writers and movements in Spanish-American Literature.

PRESENTATION: The class will be more or less 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 ORGANIZATIONS: The text to be used is *El cuento hispanoamericano* by Menton Seymout. The price of the book is \$3.00. The basic requirement for this class is daily preparation. For each class there will be a resume on the short story that was to be read. Each is to be written on a 5 x 7 card and turned in at the beginning of class. (50%) Also the student will write a term paper dealing with a short story. There will be no exams. A large part of the grade will be determined by class participation. The average reading length is 8-10 pages.

COMMENTS: The professor has taught other classes similar to this. In interviews with his former students it can be safely said that this class will be excellent. The small size of the class allows active discussion in a relaxed atmosphere. As far as grading is concerned, daily preparation is the key to an A or B.

Music

Music 140 Theory I, 9 MTTF Charles Biondo

CONTENT: The course, open to nonmusic majors, covers the basics of scales, intervals, the structure of chords and chord progression. It is helpful to have some previous notion of scales and keys.

PRESENTATION: Most of the information is given in the lectures. The piano is often used to demonstrate a particular point in discussion. The class is limited to nine members so that questions are encouraged.

READINGS: Dr. Biondo likes to find out how much his class knows about music theory before choosing a book. The selection, therefore, varies from year to year.

ORGANIZATION: There is a homework assignment daily. There are also two or three quizzes and a final. The average grade is B.

COMMENTS: Dr. Biondo obviously knows his material very well, and he takes a justifiable pride in the course content. Times are extremely rare when he must resort to other authorities for answers to students' questions; however, Dr. Biondo gives the impression that he appreciates only that type of student who has a keen sense of music and is capable of learning in an unstructured classroom situation. Yet he stresses attendance very heavily. His tentative plan to divide next year's theory class into music majors and nonmajors would probably be more beneficial to both groups.

Music 210 Introduction to Music, 2 MF; 10 TT Eugene Leahy, Charles Biondo

CONTENT: An aesthetic course in 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 toward a more abstract discussion of the principles of appreciation, and Dr. Biondo will place more emphasis on immersion in the music. Class discussion is encouraged by both professors.

READINGS: The texts used are *The Enjoyment of Music* (\$6.75), and *This is Music* (\$.75). These are discussions of the aesthetic principles of music in terms understandable to the nonmusician.

ORGANIZATION: There is at least one short paper, two or three

tests, plus a final. Involved in the testing are a limited number of historical facts and a familiarity with certain pieces, plus subjective evaluations. Average grade is B.

COMMENTS: The course does not pretend to be specialized, but it will be of value to those students who have no idea of what goes into "serious" music. 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 and some awareness of the stylistic difference between Baroque, Classical, Romantic, and twentieth-century music, plus familiarity with a few specific works and composers.

Music 212 Classic Masters, 10 MWF Daniel Pedtke

CONTENT: No prerequisites. Mr. Pedtke begins with a 2-3 week discussion of the formal structures (e.g., ABA, rondo, variations, etc.) of the different types of works to be studied. While the main form treated is the symphony, the concerto, suite, others are explored, although usually one is not responsible for these. The composers studied are Mozart, Haydn, Beethoven, and Brahms.

PRESENTATION: Mr. Pedtke's manner is loose and informal, and while he is not a dynamic lecturer, his feeling for the course, the students, and music make the classes fairly interesting. When a work is to be covered, he first plays the main theme on the piano a few times, then the recording. He frequently expounds on the form while the music is played, which is a fascinating way to begin to understand music. There is no need for discussion, but questions are encouraged.

ORGANIZATION: There are two tests, a midterm and a final, and a couple of 2-3 page papers. The tests consist of the student identifying the particular theme, movement, symphony, and composer being played; all tests are open notes, and are not especially difficult. Grading is fair, and the average grade is a B+.

COMMENTS: Although there are no prerequisites, one who does not have at least a little musical background would have a more difficult time than, say, a musician. To remember the themes one must have some form of notation for reference during the two tests. But this should not scare anyone away, because Dean will gladly help out anyone who needs such, and his grading reflects the belief that an elective such as this one should be for experienced appreciation rather than as a means for pulling down an average. The only day-to-day assignments would be listening to works in the audio center occasionally. This is an excellent Classical-Romantic music appreciation course and an excellent elective.

Music 213
Introduction to Opera, 10 TT 2
Patrick Maloney, C.S.C.

CONTENT: The course begins with a general discussion of the origins of opera, and as it moves historically with each shift to a different mode or composer, there is a discussion of the peculiarities of that period. The remainder of the course involves total immersion into 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, listening in class. Class attendance is important. There are no prerequisites.

READINGS: The texts are *Opera as Drama* (\$1.45); a discussion of the aesthetics of opera, *Opera Themes and Plots* (\$1.75); and *Mozart's Librettos* (\$2.25). Mozart is treated extensively in the course.

ORGANIZATION: The grading is determined from a few short papers and a final. The average grade is a B.

COMMENTS: The value of this 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 wanted to see what there was that people get excited about in opera, and I found out."

Music 215
Meaning of Music, 1 MWF
Carl Hager, C.S.C.

CONTENT: The course attempts to concretize the means by which music communicates and to distinguish music as art from that composed solely for entertainment.

PRESENTATION: The course is all lecture, with pieces from all periods of music, especially the 20th century, used as examples.

READINGS: None.

ORGANIZATION: The grading is based on a midterm and a final which covers the lectures with subjective evaluation.

Music 216
History of Music, 11 MWF
Eugene Leahy

CONTENT: The semester covers the history of Western music from the Greeks to the Renaissance. The second semester follows from the Renaissance to the present.

PRESENTATION: Stress in the lectures falls on the relation of trends in music with those in the other arts, as well as the liberal arts. It is in this area that Dr. Leahy's course has its greatest value.

READINGS: Grout's *History of Western Music* is the text used for both semesters. It is considered very comprehensive by most of the students. Cost: \$8.50.

ORGANIZATION: The grading is based on three or four tests during the semester, one or two short papers and a final. Because of the nature of the course, the test answers can be vague and, therefore, the grading tends to be lenient. The average grade is a B.

COMMENTS: If there is one word to describe Mr. Leahy, it would have to be expansive. The man can cover centuries in one sentence: one frequently feels a sigh of pleasurable relief at the end

of class. This is not to say that he does not know his material; it is rather that he gives the impression that everything is important, that nothing dare not be left out. Yet he tries terribly hard to be as helpful as he can.

Music 240
Theory III, 3 MTTF
Daniel Pedtke

CONTENT: This course covers advanced chord structures and three types of modulation. Bach's chorales are analyzed, and the student writes his own four-part chorales. Some keyboard work is stressed. Prerequisites are theory I and II.

PRESENTATION: All of the rules of theory III are given in the lectures. Since Mr. Pedtke knows his material so well, he may tend to go too fast for the class so that questions are encouraged and helpful.

READINGS: The only text is an edition of *371 Harmonized Chorales and 69 Chorale Melodies* by Bach. Cost: \$3.50.

ORGANIZATION: Ordinarily there are daily assignments. The grade is based on one or two tests and a final; the average grade is a B.

COMMENTS: Mr. Pedtke knows his material very well; this is reflected in the speed of his lectures. It is advisable to stop him as soon as a question arises so that he doesn't lose the whole class. He stresses attendance and keeping up with the assignments.

Music 317
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.

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 318
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, 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 354 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.

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.

Program on Non-Violence

The Arts and Letters College Council is currently reviewing the courses and status of the Non-violence Program. The Program has proposed a list of courses for the fall, but they are still under consideration by a committee of the Council. If approved, the courses will be publicized later this spring.

The program will probably again offer the Non-violence as a Life Style seminars it offered this year. Father Amen will also teach two courses on Thomas Merton. The synopses follow:

THOMAS MERTON: PROSE WRITINGS: A reading and discussion of the non-autobiographical and non-poetical writings of Thomas Merton. Such books as *Seeds of Destruction*, *Faith and Violence*, *Ghandi and Non-violence*, and *The New Man* will be included.

THOMAS MERTON: POETRY AND AUTOBIOGRAPHICAL WRITINGS: A study of all the poetical and autobiographical writings of this Trappist monk. The autobiographical writings portray the journey of this man; his poetical offerings frequently talk of man himself and his possibilities. In understanding the life of one man, and then in seeing what this man has to say about mankind and the Christian man, the student will be provided yet another encouragement to explore fully the non-violent life style.

No other course descriptions or teacher designations can be offered at this time. However, there are several other seminars and courses in the planning stage. When these are finalized, the Non-violence Program hopes to distribute descriptions before Pre-registration.

Philosophy

Philosophy 41 IA Problemmen der modernen Philosophie Reinhardt Kammitz

CONTENT: This is the first semester of a two-semester course taught at Innsbruck, Austria. The lectures begin with a sketchy overview of all philosophy prior to 1900. This takes about four class periods. The remaining lectures deal with the theories of the positivists, particularly Karl Popper, and modern analytical methods, such as verification, falsification and poisoning of the wells.

PRESENTATION: With the exception of warm days and special brewery tour "festival" days, Professor Kammitz does moderately well at holding the students' attention for the straining two-hour period. He is a master of several rhetorical devices; the two most obvious are repetition and the use of certain "catch" phrases which, *im grossen und ganzen*, tell the student that this is the essence of the point he has been working with for the past hour. Professor Kammitz recognizes the place of philosophy in a foreign studies program and does his best to keep it in proper perspective.

READINGS: No texts are required. The student should buy, however, a five shilling orange notebook to give the professor an impression of diligence and to keep his own self-respect among his fellow students.

ORGANIZATION: The only test is the semester final. It consists of three questions, two of which can be easily answered with a slight recall of freshman logic. The grading system is as follows: All three questions right, A; two right, B; one correct, C; none correct (you've got to be pretty stupid for that to happen), D. Obviously, it is impossible to fail.

COMMENTS: Professor Kammitz speaks very precise, careful German, and the student should encounter no language problem. The professor makes all of his points clear, and does not go on until he is certain the students have grasped the preceding material. Discussion is limited, but the professor accepts every question as a "good, relevant" one. Professor Kammitz is an avid sportsman and excellent skier. It can be worthwhile to talk to him outside of class, as he has been known to help students get 15 to 20 percent off on skis and equipment.

Philosophy 243 Modern Catholic Thinkers, 9 MWF Catholicism and Romance, 10 MWF A. Robert Caponigri

MODERN CATHOLIC THINKERS:

CONTENT: The main text is the title of the course, *Modern Catholic Thinkers*, edited by Professor Caponigri himself who has also written the introductory essay. This text will be supplemented with the work of contemporary authors dealing with spiritualism in Europe and the role of the Church in modern society. The course is open to all upperclassmen. Its approach will be problematic.

READINGS: The readings are difficult and should be read slowly. The texts are relatively inexpensive. Many of them will be put on reserve.

CATHOLICISM AND ROMANCE:

CONTENT: This course will consider the effects of the romantic movement upon both nineteenth- and twentieth-century Catholicism in the areas of philosophy, theology, sociology, architecture, art, and literature. It is open to all upperclassmen. Its approach will be historical.

READINGS: There will be no main textbook for this course. Readings from individual authors will supplement the visiting lecturers that Dr. Caponigri invites to speak on separate areas of study.

PRESENTATION: His lectures are organized well but because of the abstract nature of the material and the intellectual depth of Professor Caponigri, they demand a student's close attention. Notes should be carefully taken and reflected upon to fully comprehend the material. Questions and dialogue are encouraged during and after lectures.

ORGANIZATION: There will be two tests, a midterm and a final. Two papers of some length will be required: in the past, a student chose a topic of personal interest, subject to approval. Professor Caponigri does not grade according to quantity (30% A's, 40% B's, etc.) but quality, the individual merit of a student's work.

COMMENTS: Some students believe Professor Caponigri to be more interested in hearing his own voice than teaching the material. This is an unfortunate misconception. In reality, he is a man with a complex vision of life founded upon an incredible knowledge of the arts. He is deeply concerned with communicating this vision to his students. Perhaps the misconceptions arise from the difficulty of the material and the depth of his lectures which are given with the presumption that the student has thoroughly read the assignments. The tests, which he grades leniently, cover the material and demand synthesis and original thought. Outside of class, his door is always open to an inquiring mind.

Philosophy 251 Metaphysics, 9 MWF Jerome Boyle, C.S.C.

CONTENT: Fr. Boyle's systematic metaphysics course deals with the Aristotelian approach to metaphysics. The course is divided into three parts: the problem of the one and the many, the problem of the composition of finite beings, and the problems of activity and change experienced by finite beings. There are no prerequisites for the course. It is required in the College of Arts and Letters and a majority of the students are juniors.

PRESENTATIONS: Fr. Boyle's lectures are quite dull, although for the average student the course material would be boring no had it to do over. Unlike many Psychology courses, this one matter who taught it. There are no discussion groups, but Fr. Boyle answers all questions during his lectures. The tests are based totally on the lectures, so class notes are extremely valuable.

READINGS: There are no required readings for the course. There is a book available for reference, however most students find little use for it.

ORGANIZATION: There are no papers or projects. There are three tests and a final which are composed of four or five essay ques-

tions. Fr. Boyle insists on attendance at every class and one's final grade may suffer due to absences. There is a fairly equitable distribution of grades.

COMMENTS: The course, as was said before, is rather dull. It is not hard, yet does require *daily* attendance. One would hesitate to call it an educational experience, but rather a required course which has to be attended. Both the evaluator and students interviewed would hesitate to take this course again.

Philosophy 259 Indian Philosophy, 2 TT 4 Biswambhar Pahi

CONTENT: Professor Pahi deals with a historical delineation of Indian philosophy. The scope of the course is vast, yet it orients the student in a very substantial way to introductory Indian thought.

Starting with early Vedic and Epic traditions, Mr. Pahi will trace the evolution of Indian thought through its classical periods, culminating in making the cross-cultural link between Eastern and Western thought.

Not only does the course specifically concern itself with the philosophical systems but also the course addresses itself to living these disciplines in the Hindu context.

READINGS: Readings come from a basic Indian philosophy text: *A Source Book in Indian Philosophy* by Radhakrishnan and Moore. Specifically, the major *Upanishads*, the *Bhagavad Gita*, and other important Hindu works are read and studied. A student could easily get by for \$5 on textbooks.

ORGANIZATION: Professor Pahi clearly enumerates at the outset of his course the basic requirements. They are clear, concise, and, at least to the reviewer's mind, fair. Mr. Pahi demands four (4) three to four-page papers (i.e., The Nature of Self, Karma Yoga), as well as a larger class-discussion presentation, a mid-term, and a final of essay type. The professor grades fairly returns papers swiftly, and comments on individual papers extensively.

PRESENTATION: Small class size makes for an informal, intimate classroom. Though Professor Pahi sometimes drifts into areas of Hindu thought which are totally new to his class, his students can usually follow and keep up, providing a dialogue in classroom teaching. Mr. Pahi's style of lecture is clear and easy to follow. He uses the board to outline his basic points, as well. The lectures explain and directly relate to the Hindu manuscripts which make up the course reading list.

COMMENTS: This course has value for any Western-minded man who is willing to expose himself to another culture's way of thought. The real value of the course lies in this reorientation. A student must adjust his thinking; he is forced to forget his ethnocentrism. The texts of the *Gita* and the *Upanishads* provide interest for those students looking for sources of nonviolent tradition in Hindu thought. The course is enjoyable for both majors and nonmajors. Mr. Pahi's gentle nature and sense of humor make the class a learning experience.

Philosophy 275 Basic Concepts of Political Philosophy, 10 MWF Joseph Evans

CONTENT: The objective of this course is to develop in students the capacity to wonder; in particular, to wonder about the nature of political society as developed from a consideration of man's nature. Questions such as "Is it natural for man to live in society?" and "Does man have a right to private property?" are posed. Previous courses in philosophy of government would be helpful, but the only prerequisite as such is an ability to question and ponder oneself and one's surroundings. The class consists primarily of arts and letters upperclassmen.

PRESENTATION: Dr. Evans' lecture style is most unusual, as is the man himself. He presents thoughts rather than material or data, and he does so in his own slow and halting manner. Those who expect to be rhetorically entertained will find this course quite dull. Some students feel that Dr. Evans is unnecessarily repetitious and slow in the presentation of his thoughts, but others argue that the depth of his thought requires slow and careful consideration. Questions are always welcomed, and occupy the last third of a typical class.

READINGS: The readings and the lecture effectively complement each other. Dr. Evans concerns himself with the basic questions in class, and ramifications are discussed in the readings. Although they are many in number, the readings are often only a chapter or a few pages in length, and are always worthy of a careful study. The present semester's list includes excerpts from Plato, Aristotle, Jacques Maritain, Josef Pieper, Aldous Huxley, Yves R. Simon, and Antoine de Sainte Exupery (*The Little Prince*). Most of these are on reserve in the library.

ORGANIZATION: There are three tests, each of which is intended as an opportunity for the student to express his thoughts about political philosophy and the readings. Insight rather than memory is rewarded. There are no papers required. The average final grade is usually B.

COMMENTS: Even before a student goes to the first class, he is aware of Dr. Evans' renown. Some leave the course a bit disappointed with the lectures, but nearly all leave with great respect and even affection for Joe Evans. He is the sort of man whose memory stays with a student long beyond the semester spent with him. He has so much to give — take advantage of the opportunity to receive it.

Philosophy 273 Ethics, 9 TT 11, 10 TT 12 T. Binkley

CONTENT: Professor Binkley will make his debut on the Notre Dame campus next fall. He is presently at the University of Texas' philosophy department, which is excellent. When contacted by phone, Professor Binkley stated that he was not certain as to exactly how he would structure the two courses he will be teaching. He did say that his Ethics course will deal mainly with the problem of justification. He intends to deal mainly with contemporary problems, although the range will not be limited to analytical philosophers; he will consider some existentialists.

PRESENTATION: Professor Binkley said that although he believes a course must have an organization, he does not like to stick strictly to a prearranged structure for any course. He would rather deal with problems that interest the students, as these problems come up in class. He is not a strict lecturer; he would rather have class discussions.

READINGS AND ORGANIZATION: Not yet decided. He did say that especially in lower level courses he would rather have the student do a series of short papers, but that since these two courses are on the 200 level, he is not sure whether he will follow this criterion.

Philosophy 279 Aesthetics, 11 MWF T. Binkley

CONTENT: As stated in the above description of Professor Binkley's Ethics course, he has not yet decided on the exact structure of these two courses (readings, exams, papers, basis of final grade). He did say, however, that in Aesthetics he would deal with a variety of contemporary problems, especially as they relate to fiction. Contemporary aesthetics is concerned with more concrete problems in art than is implied in the classically

descriptive question of aesthetics, "What is the beautiful?" The course will also consider what more traditional philosophers have had to say about the subject, especially Plato, Aristotle, the medieval philosophers, and Kant (maybe). This is the first time in a year that the philosophy department has offered an Aesthetics course, and the fact that Professor Binkley is coming here from the University of Texas to teach it is itself a recommendation for the course.

Philosophy 401 Ancient and Medieval Philosophy, 9 TT 11 John Fitzgerald

CONTENT: This is Dr. Fitzgerald's first time with the course. The course is offered only in the fall semester. The course is open to all students and is required of all majors. The primary aim of the course is to expose the student to the basic issues of moral and ethical theories, epistemological systems (theories of knowledge), and metaphysical considerations. These questions will be examined in classical philosophers of the period with particular attention to Plato, Aristotle, St. Bonaventure, and St. Thomas Aquinas.

READINGS: The readings are few but worthwhile and stimulating if read carefully. They are: Plato, *Phaedo*; Aristotle, *Posterior Analytics* and *Nicomachean Ethics*; *The Presocratic Philosophers*, Kirk and Raven; and *Medieval Philosophy*, Wippl and Wolter. (Selections Only.)

PRESENTATION: Class periods will be spent largely on discussion of problems raised in the reading material. Dr. Fitzgerald will lecture to introduce new topics and offer background material. The grade will be based on two one-hour tests and the final exam. Papers are not necessary but will receive extra credit. The material is not that difficult and a B comes easily with a little work.

Although his first assignment, Dr. Fitzgerald has taught a course on Aristotle "for years around this place." His aim is to guide the students to an understanding awareness of the philosophical problems introduced. Dr. Fitzgerald has the ability, experience, and knowledge to make this course both, most stimulating and rewarding.

Philosophy 431 Symbolic Logic, 10 MW 12 Biswambhar Pahi

CONTENT: A brief introduction to sets, relations, and functions; Propositional Calculus: (1) propositional connectives, truth functions and their applications (2) axiomatization of propositional calculus, Post's Completeness Theorem; Qualification Theory: (1) quantifiers, the semantics of quantification theory (2) axiomatization of quantification theory, Gödel's Completeness Theorem, Skolem-Löwenheim Theorem.

READINGS: Not yet finalized.

ORGANIZATION: Dr. Pahi recommends that those wishing to take this course be at least "mathematically bent." Of the twenty-three students taking the course last semester many were either graduate students in philosophy or mathematics majors seeking to fulfill their philosophy requirement. Don't let this discourage you; the majority of the grades were A or B. One assignment (2 or 3 problems) is given per week. There are two in-class tests, one take home, and a final. Your grade is determined by performance in these assignments and tests.

PRESENTATION: Dr. Pahi's presentation is organized and precise, and his knowledge of the subject matter is thorough and extensive. His great willingness to impart to the student an understanding of his principles of logic, not only in a mechanical sense but in a philosophical sense as well, should not be wasted on students who lack a corresponding willingness to learn them.

COMMENTS: In teaching a course such as this, there are two forces involved. One compels the teacher to cover as much material as possible, and the other constrains the teacher to give his students a full grasp of the subject matter as he goes along. Dr. Pahi seems to strike a perfect balance between these two forces, and for this reason the course comes highly recommended.

Philosophy 443 Analytic Philosophy, 1 TT 3 Vaughn R. McKim

CONTENT: The course deals with the major trends and figures in contemporary philosophy (that is, philosophy since about 1900) in the Anglo-American, analytic tradition. As such, it might be considered something of a survey course, but the treatment of the material is as "in depth" as time will allow. Dr. McKim begins by tracing the development of analytic philosophy as a reaction to English Idealism, and goes on to discuss the major figures and works of the three prominent branches of analytic philosophy—logical atomism, logical positivism, and ordinary language philosophy. All three areas are touched upon equally, but Dr. McKim has indicated that he plans to emphasize the later developments (i.e., ordinary language philosophy) a little more heavily next semester than in the past. The course is an upper division major's course in the Philosophy Department, consequently it is comprised mostly of junior and senior philosophy majors and some graduate students. However, the course is open to all. A general background in the history of philosophy is helpful although not necessary.

PRESENTATION: Rarely does one see a man who enjoys his work more than Dr. McKim when he lectures (especially to a prepared class). His lectures more often than not are quite interesting. His enthusiasm for the material is contagious, and his mannerisms and speech are quite similar to William Buckley's (both come from Yale—maybe that has something to do with it). He has a complete and thorough grasp of the material which is immediately evident upon listening to him speak. He strongly encourages questions and discussions in class, and is always available out of class for consultation.

READINGS: The readings are excellently suited to the course, but they are by no means sparse or easy. With the exception of two secondary sources (*Philosophical Analysis* by J. O. Urmson and *A Hundred Years of Philosophy* by J. Passmore), most of the assigned readings are articles by the philosophers themselves. Consequently, some of it is difficult; and all of it merits serious study. Most of these articles are contained in two volumes (*20th-Century Philosophy: The Analytic Tradition* ed. by M. Weitz and *Classics of Analytic Philosophy* ed. by R. Ammerman). All these books cost roughly \$14. Also suggested but not required is *The Linguistic Turn* by Rorty. All the books are well worth the money.

ORGANIZATION: In the past, there have been two exams (a mid-term and a final), two or three small papers and one major paper. However, Dr. McKim has indicated that he might substitute two or three smaller papers in place of the major one. The exams are comprehensive and fair, testing both the lecture notes and the readings which one must do if he is to perform well. Average grade is about a B.

COMMENTS: This is an excellent course taught by an excellent professor. It is not easy, though, and requires a good amount of work—although on the other hand it is not overly difficult or taxing. The secret is simply to keep abreast of the readings and what is going on in class. If one does this, the rewards of the readings, Dr. McKim's lectures, and Dr. McKim's personality are quite substantial. The only defects of the course are: 1) Dr. McKim sometimes lectures a little too quickly. Some of the material is quite "thick," and it often takes a while to grasp it; 2) time prevents treating some of the major philosophers as thoroughly as they should be treated. A "must" course for philosophy majors, I also highly recommend it to those in the social sciences (especially psychology) who would like to learn what they are assuming, and all of those who are

looking for a good, thought-provoking philosophy course taught by a good, thought-provoking teacher.

Philosophy 444

Phenomenology, 4 TT 6

Rudolf Gerber

CONTENT: This course will investigate the applications of phenomenological method to some of the problems of philosophy and will attempt to substantiate the findings through numerous references to literature and psychology. The major emphasis will be placed upon the phenomenologies of Heidegger, Sartre and Merleau-Ponty. There are no prerequisites for the course and it is open to sophomores, juniors and seniors. The course does require polish in philosophical writing and discussion and probably should not be attempted without having had a course at the introductory level. The class for the spring semester was composed of about 20 students, approximately half of whom were philosophy majors.

PRESENTATION: The classes have occurred this semester in a largely lecture format with the discussions rarely dominating the class. The lectures stayed closely to the original schedule of reading and discussion material. The presentation was low-keyed, without prepared notes and generally easy to follow. Questions were welcomed and always given thoughtful consideration.

READINGS: The texts to be used for the fall semester will be *Being and Time* by Heidegger, *Being and Nothingness* by Sartre, *Phenomenology of Perception* by Merleau-Ponty and perhaps *Phenomenology of the Social World* by Schutz. All of these texts should be available by next fall in paperback form, each costing under \$2.50.

ORGANIZATION: All assignments are given on the first day of the course. The semester grades were based for the most part upon two tests (take-home kind, by class vote) an eight-page paper and fifteen-page paper. One in-class report could be chosen for the eight-page paper. There is a final which counts about as much as the previous test. The tests stuck to the topics that were discussed in class. The amount of reading material was not overburdening once a few clues to these writers' difficult style were established.

COMMENTS: Prof. Gerber's course should be taken by all philosophy majors. The phenomenological movement is a great deal different than the traditional philosophical disciplines not only in the breadth of its subject matter but also in the value of its

application outside of philosophic circles. For this reason the course also seems indispensable for psychology, anthropology and any major whose subject matter is man himself.

Philosophy 461

Theories of Knowledge, 10 TT 12

Kenneth Sayre

CONTENT: This course is intended to give the undergraduate a taste of epistemology—an area of philosophy in which several leading philosophers of the analytic school spend most of their energies. Sayre treats the development of epistemology from the pre-Socratics through Kant. His course treats philosophical issues, however, and is not a historical survey course. In fact, Sayre is likely to treat only Plato and Berkeley within the 2300 year chasm separating the pre-Socratics from Kant. These are the figures of epistemology from Sayre's viewpoint. The course seems to be a favorite among many science students despite the fact that it is a philosophy major elective. There are no prerequisites for the course.

PRESENTATION: Sayre is a good lecturer. He is interesting and very clear. There tends to be very little discussion, however, because of the technicality of the subject matter. A detailed study of the readings comprises the greater part of the lectures, though Sayre also does a very excellent job of explaining the continuity of conceptual development among the philosophers he treats.

READINGS: Approximately four books are used: *The Presocratic Philosophers* by Kirk and Raven, Plato's *Meno* and *Theaetetus*, Berkeley's *Three Dialogues Between Hylas and Philonous*, and Kant's *Critique of Pure Reason*. The cost of books should be well under \$10.00.

ORGANIZATION: In past years, Sayre has alternated between a two-exam, one (short) paper requirement and a three-exam, no paper requirement. He has always given a final. Exams are alternately essay and objective. All exams are very reasonable, but one should be aware of Sayre's desire for succinct expression in both the paper and the essay exam.

COMMENTS: The course is recommended to all philosophy majors who would like to have an undergraduate introduction to a very important frontier of contemporary philosophy. Science majors will no doubt enjoy the fresh style of Sayre and should leave the course with an appreciation for the philosophic groundwork of scientific thought.

Psychology

Psychology 211

General Psychology, 9 MWF, 11 MWF

Staff

CONTENT: This course surveys the following areas: framework of scientific psychology; psychological testing and the assessment of individual differences; verbal learning and higher cognitive processes; personality, social and abnormal psychology; physiological and sensation-perception; motivation and emotion; and learning. The course is open to all ND and SMC students, and is a requirement for majoring in the department. Nonetheless the course has wide appeal to those of other majors and intents.

PRESENTATION: The course will be presented in generally well-prepared lectures which overlap in varying degrees with the reading assignments. There will be opportunity for questions and discussion despite the large class size.

READINGS: The text will probably be Kimble and Garnezy's *Principles of General Psychology*, although this has not been definitely decided upon. Other readings will be on reserve at the library.

ORGANIZATION: There will be four examinations, each timed to coincide with the termination of a three-week lecture period. The exams generally consist of 60 multiple choice items in order to facilitate objective, easy evaluation. In addition, participation in various learning and perception experiments will be required and can be used as extra credit points if requirements are already met. The grading system is based on the normal distribution, with as many A's and B's as lower grades.

COMMENTS: Although the lectures have not been decided on, it can be expected that most lectures will be well-prepared since most professors will be lecturing in areas of their own research interests. Those attracted to the course for any reason should not be disappointed.

Psychology 341
Experimental Psychology I, 1 TT 3
Paul C. Jennings

CONTENT: Experimental Psychology is an introductory statistics course for the behavioral sciences, aimed primarily at developing the skills necessary for further studies in the area of the behavioral sciences. There are no prerequisites for the course as such, but a decent mathematical background is helpful. The students in the course tend to be psychology majors, and it is designed expressly for their needs.

PRESENTATION: The lectures are presented in great detail, but in many places they are over everyone's head. It is all eventually made clear, though the clearing-up process may take a few class periods. Discussion is encouraged only to the extent that intelligent questions on the subject at hand are welcomed. This narrows discussion considerably. The class material corresponds directly to test material, making time spent in class quite valuable relative to test scores and, therefore, to grades.

READINGS: There are two sources of readings. The first is the textbook, and although not worthless, it is of quite an elementary nature. There is only one text, commonly valued at what it is: handouts. These handouts are clarifications of things which have been done in class and are of a much more useful nature than the text readings.

ORGANIZATION: There are no assignments, papers, or anything else of this nature. The class meets twice a week, with a lab period once a week. There is a weekly quiz in the Lab, but it is only for one's own edification. Handout problems are often given in the Lab, but only for the purpose of instruction. The final grade is determined by two tests and a final, borderline cases being decided in conjunction with the teaching assistants. The top half of the class receive A's and B's; the lower half receive C's, D's and unmentionables.

This course is designed for psychology majors, although it is open to all. It is one of those courses which is used to screen prospective majors, and I would not recommend it to those seeking an enjoyable course in statistics. It is valuable as preparation for further work in the behavioral sciences. The problem is that it is one of those things which are a necessity, and there aren't too many ways to present statistics in a pleasing way. Dr. Jennings has excellent knowledge of the subject, and is more than willing to help anyone.

Psychology 342
Experimental Psychology II, 1 MW 3
D. Chris Anderson

CONTENT: This five-credit sequel to Experimental Psychology I is a basic requirement for the major in psychology. General Psych and Experimental I are prerequisites. Emphasis is on experimental theory and design concomitant with the development of research skills and report writing techniques.

PRESENTATION: Dr. Anderson's powerful and stimulating style makes him the most exciting lecturer in the department. Since much of what Dr. Anderson lectures on will not be contained in the outside readings, it is best to come to class. It is also a good idea to stay awake, since he will often probe to see if the class is following.

READINGS: The class will not have to buy any texts since the major assignments will come from handouts of an experimental psych text being prepared by Drs. Anderson and Borkowski. Although unclear in parts of the first draft, the first revision should be more clear and should serve to synthesize many laborious readings that previous Experimental II classes had to read.

ORGANIZATION: Probably there will be three exams and a non-cumulative final on class notes and readings, plus four experimental write-ups on class projects. Also, there is an individual term project worth about 30%, performed under the guidance of a faculty member in the psychology department.

COMMENTS: If the two years since Dr. Anderson last offered this course have not mellowed his strict approach to Experimental II, the course promises to be difficult. A definite lack of positive reinforcement, coupled with an incredible amount of work is the closest psychology has come to conditioning an emotional state—despair. The course is a catalyst for the undecided psych major: if one can utter the word "psychology" upon completion of the course without retching, he is a definite candidate for the Ph.D in the field. Dr. Anderson maintains that the course is purposefully hard to engrain the basics of psychological method into the students. Those equipped and well-versed in their APA manual will find Dr. Anderson's upper division courses to be jock (at least in comparison).

The course is grueling but the student comes out knowledgeable and confident about that which the course is supposed to teach.

Psychology 351
Developmental Psychology, 9 MWF
Susan Horka

CONTENT: The course examines the development of the human organism from birth to late adolescence, with the emphasis on middle childhood. Intellectual development, social development, and factors or influences on development are the aspects with which Dr. Horka is most concerned. Though the course is experimentally orientated, it does not presume any greater past knowledge than is provided by its only prerequisite, General Psychology. Last fall's class was composed of an equal number of sophomores, juniors, and seniors.

PRESENTATION: The lectures are well prepared and usually provide a good supplement to the text. Good notes are essential if one is to attain a better than average grade. Dr. Horka advocates discussion and is open to the opinions of her students.

READINGS: The text used last fall was Longstreth's *Psychological Development of the Child*, but there is a possibility that it will not be used next year. In addition to a major text, Dr. Horka will also make use of outside readings in the form of handouts which will be distributed in class. The reading load can be described as moderate.

ORGANIZATION: Dr. Horka intends to have two or three tests and a final. In addition, a short field project will be required. The tests given last fall contained both objective and essay questions. The average final grade was a B minus.

COMMENTS: This course would be a worthwhile experience for anyone interested in the subject area. However, if you're merely in need of a requirement filler, I suggest you look elsewhere.

Psychology 353
Personality, 11 MWF
Susan Horka

CONTENT: This course is designed to cover various concepts relating to the basic theories and the measurements of personality, experiments in the field, and abnormal as well as normal personalities. Demonstrations, field trips and movies may be included to supplement the material covered in lectures and in readings. More emphasis will be placed on current problems existing in the field, such as socialization. The only prerequisite for the course is introductory or general psychology. The class is composed of upperclassmen, and it is not restricted to majors.

PRESENTATION: Dr. Horka's lectures are organized and well prepared. They both complement and go beyond the readings, giving a thorough analysis of the topic. Although she is strongly opinionated, Dr. Horka does encourage questions and contrasting opinions.

READINGS: Since many students complained about the text, Dr.

Horka plans to change it. Depending on the content of the book, several outside readings may also be assigned. The reading load is not unreasonable, and it is distributed evenly throughout the semester.

ORGANIZATION: The only assignments in the course are the readings. Grades will be based on two or three tests and a comprehensive final. The exams will thoroughly cover all material presented in class and in the readings. Therefore, although attendance records are not taken, it seems advisable to attend.

COMMENTS: There are varying opinions as to Dr. Horka's lecturing ability. Some feel that she is too opinionated. On the whole, though, most feel that she is a good teacher, and they would take another course from her.

The course itself for most has been worthwhile. It is recommended as a good basic course for those who have just completed an introductory course in psychology. Only those students interested in psychology as an experimental science should take the course, as much emphasis is placed on this aspect. Although this is not Dr. Horka's major field of interest, she is familiar with the field as she has taught the course in the past. It is a very basic and good course to take, especially if one plans to go on in psychology.

Psychology 355 Physiological Psychology, 9 TT 11 Gerald Giantonio

CONTENT: Formerly a one-semester course, the course will now extend over two, with the first semester's emphasis upon basic physiology: Neurophysiology, neuroanatomy and endocrinology. The second semester will deal with the behavioral aspects of physiological psychology. The student can expect more in-depth presentation than in the past. Upper level psychology students and pre-med students are welcome. 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 energetic. 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: There will be a text and supplementary readings (undecided at the time of this writing).

ORGANIZATION: There will be 3 or 4 tests. These tests will be based on the text and lecture notes; half objective, half essay, and challenging. A research paper is required of each student. The paper may be on any related topic and is to be "as comprehensive as time and the library allow." The final grade is based on the paper and tests.

COMMENTS: This course is most valuable to a psychology student considering graduate study. Except for pre-med students this course is not recommended for nonmajors. Dr. Giantonio has a habit of involving the class in discussion of the freshly presented material to make further deductions (producing anxiety among some students). Dr. Giantonio also tends to present material at a rapid pace but will slow down if he is asked to do so and is always thorough regardless of the pace. Dr. Giantonio's efforts are habitually energetic and result in this course being a demanding one. Both the course and professor are top-notch and well worth the student's time.

Psychology 356 Psychological Testing, 1 F 4 B. J. Farrow

CONTENT: In this three-credit course an equal emphasis will be placed upon measurement theory and upon administration and evaluation of standard psychological tests. The various tests to be

covered will include the more widely employed personality, intelligence, aptitude and interest tests. A prerequisite for the course is Experimental I.

PRESENTATION: There will be lectures for the first 6 weeks of the semester; the remaining classes will be seminars.

READINGS: There will be one text for the course. In addition, several journal articles will be assigned. The approximate cost of the text is \$10.

ORGANIZATION: The present course plan calls for three exams as well as several written evaluations of tests which will be administered to students themselves. Students will test normals and retardates at various institutions and write evaluations on the basis of their test batteries in an attempt to recommend types of training.

COMMENTS: The material covered in this course should be interesting. Dr. Farrow's competence in the field of statistics should be evidenced in his lectures on measurement theory. The value of the course will also depend heavily on the quality of the seminar discussions.

Anyone interested in the course is encouraged to speak to Dr. Farrow for more information about the nature of the course. Although Dr. Farrow has not taught this course before, the course looks as though it may be very worthwhile.

Psychology 473A Seminar: Behavior Modification, 10 MW 12 Thomas Whitman

CONTENT: Because of the recent influx of undergraduates into Psychology 473A, this course will in all probability shift from a seminar type to a strictly lecture course. The major emphasis is on the recent developments in the technology of behavior modification. Although rated by most as a high level psychology course, the prerequisites for behavior modification are open to debate with Dr. Whitman. The usual composition of the class finds both sophisticated and naive psychology majors along with some pre-med students. The material is straightforward and can easily be digested by students at the sophomore level and above. Behavior modification is concerned with the application of laboratory-tested techniques for the manipulation and alteration of maladaptive behavior.

PRESENTATION: Dr. Whitman's lectures are extremely well prepared and as cogent as one will find. Indeed, Whitman's knowledge of the subject matter and his ability to explicate it with well-chosen examples serve as one of the highlights of this course. The lectures go hand and hand with the reading material, and Dr. Whitman encourages questions from the class. Whitman usually presents a healthy chunk of material in each class period, and for this reason, frequent cutting is not advised. However, he is easy to follow and his lectures manifest his logical manner of attacking a problem.

READINGS: The quality of the readings for this course is very worthwhile. They are well chosen and serve to reflect current trends in behavior modification. Four paperback books are assigned along with a host of outside readings. The amount of reading is not overburdensome, and everything assigned is readily comprehensible. Sufficient time is allotted for the readings assigned. The cost of the texts is approximately \$7.00.

ORGANIZATION: Because of the estimated size of next fall's class (50-60), in all likelihood there will be no projects on papers assigned for this class. Three or four major examinations will serve in their place. Dr. Whitman's exams are usually the subject of much controversy, and indeed if he has a weakness as an educator here is where it lies. The exams are difficult and require a knowledge of specifics as far as the material goes. Multiple choice questions and short essays make up these exams, and a well-prepared student can expect at least a B. The final grade is merely an average of the exam grades relative to the performance of the rest of the class, and in this sense is extremely fair. The average final grade is B.

COMMENTS: If one has any interest whatsoever in clinical psychology as it is practiced today, then this course is a must. Majors and non-majors alike should find this course well worth their while and adding significantly to their knowledge of the human condition. Dr. Whitman is keenly interested in behavior modification and his lectures show this. All of the students interviewed said that they would take this course again if they had it to do over. Unlike many psychology courses, this one is "relevant" to use an overused word.

Psychology 473B Data Processing for the Behavioral Sciences, 3 TT 5 Paul Jennings

CONTENT: This is a basic course in data reduction and analysis and will deal with practical matters in the behavioral sciences. Dr. Jennings hopes to prepare those taking the class for work in their fields and, even closer to home, for a chance to do programming in their respective departments here at Notre Dame. The term projects assigned each student will hopefully be on a problem in the student's own field and will be useful to him and others at the University. Admission to the course will be by permission of the instructor. There are no prerequisites other than enthusiasm and a desire to master programming for data analysis. The class traditionally consists of juniors and seniors but this is *definitely* not a prerequisite.

PRESENTATION: Dr. Jennings's lectures vary directly with the attitude of the class. Though well organized and clear, they can drag slightly if Dr. Jennings feels the class lacks enthusiasm. Questions are encouraged and play a vital part in the course as a stimulus and indication of learning to the teacher. In other words, interested students will produce an interesting class.

READINGS: The only required text, which is yet to be determined, will be a basic programming manual for FORTRAN. *A Guide to FORTRAN IV Programming* by Daniel McCracken appears to be the probable text. Optional texts will include *Digital Computing* by Lehman and Bailey, *FORTRAN Programming for the Behavioral Sciences* by Veldman, and a UNIVAC system programming manual for FORTRAN.

ORGANIZATION: There will be at least one examination covering FORTRAN programming only. The emphasis in the course will be on the programs assigned and the term project. One must exhibit a satisfactory knowledge of programming to pass the course. The average final grade was a B the last time the course was given.

COMMENTS: Many students have complained about Dr. Jennings's rapid pace of presentation and apparent lack of clarity. It is hoped that the previously mentioned enthusiasm will enable all to keep up with the course which, because of its intended small size, should allow meaningful student-teacher interaction. Dr. Jennings's main concern is that the student learn from the course and it is for this reason that he readily welcomes any and all questions on the subject matter. His usage of dittoed handouts has proven to be a definite asset.

Dr. Jennings is one of the most knowledgeable men on campus in the area of computer applications in the behavioral sciences. He has stated that any student who shows interest in the course will do well. The course should be more than worthwhile for any student in psychology, sociology, biology, physics, medicine.

Psychology 481 Seminar in Sensory Processes, 1 TT 3 William Dawson

CONTENT: This course involves a detailed study in the sensory psychology of human behavior. It includes descriptions of all the senses with particular emphasis upon the eye and ear. How-

ever, the major emphasis in the course is the study of psychophysical phenomena, their effects upon the different senses, and the varied use of psychophysical scaling and measurement. General Psychology is the only prerequisite for the course, and although the course is open to all students, I wouldn't advise anyone but psychology majors, preferably juniors and seniors, to take the course.

PRESENTATION: Dr. Dawson prepares well for his classes, and although it is a seminar class most classes tend to be lectures. The lectures are adequate and the material is very informative. A great deal of specific facts are required which at times can make the class drag. However, Dr. Dawson does encourage discussion and is always helpful in answering any questions. His constant use of the blackboard is very helpful for the student in clearing up any problem.

Dr. Dawson does point out exactly the responsibility of the student with regard to tests and rarely mentions anything in class which he does not deem important.

READINGS: The text to be used is Gildard's *Human Senses* which will probably run the student about \$8.00. The book is a new one in the course, but is supposed to be good. The text will be supplemented by articles from *Scientific America*. Most readings are worthwhile and very helpful.

ORGANIZATION: Usually one or two class presentations of assigned articles are required. In addition, an optional research project is encouraged since in most cases the knowledge gained from doing one is invaluable.

There are two exams and a final in the course. The tests are extremely fair but rather long, and most students don't finish a test in the time allotted. However, Dr. Dawson does take this into account and his marking system is fair. The final grade will probably cover an even distribution of exams, class participation and class presentation. The optional project will probably account for extra credit in the case of borderline grades. Average final grade B.

COMMENTS: This course is hard with a great deal of material to cover. Dr. Dawson is always open to any student who seeks help. He likes to get to know all his students, and is an extremely pleasant person to discuss any difficulties. The course is a new one offered in Psychology and, like most new courses, has some flaws, but it is a good course to take for anyone considering further study in the field.

Psychology 96 Reverse Psychology, 9 MWF Roberts Oral

CONTENT: This course surveys the use of the theoretical construct "reversal" (${}_2R_1$) in the several areas of experimental psychology with particular emphasis on the construct's general relationship to the unpredictability of behavior. As the philosophical core of the course, the classic mind-rat problem will be examined. That is, is rat nothing more than man without vocal cords? Selected topics include the adaptive value of being a loser, Vonnegut's hypothesis that you are what you pretend to be, role reversal in the Skinner box, cheating and bluffing at cards as a means of political education, and Freudian slips. The course is open to junior members of the Administration and senior members of the security force. Students may see the T.A., B. F. Grovel, for registration in this checkmark course.

PRESENTATION: Unabashedly, but as is the case in most courses, discussions will precede assigned readings. Lectures are usually unprepared but students cheerfully fill in from individual soap-boxes.

READINGS: The following are available at any Greyhound station: *The Art of Being Loved*, by Marv Thornberry; *Death Be Not Proud*, by Paul McCartney; *What You See on TV*, by Richard Daley; and *The Paul Principle*, by Garrett Hardin. The paperbacks for the juicier second part of the course are available in the back room of the Community News Stand for which you must be 21 to enter. They are: *Seduction by Feigned Impotence*,

by Art Buchwald, and *Either Go Away or Go All the Way*, by Hugh Hefner as told to Grace Slick.

ORGANIZATION: The final exam will be given the first day to avoid the embarrassment of forgetting crammed material within 24 hours. The rest of the grade will be determined by laboratory exercises and reports, for which the results will be determined before the experiments are designed. One experiment of particular interest involves the backward Pavlovian conditioning of pre-toilet training behavioral patterns of projectile defecation

(PD) for selected members of the class. Freshmen with a D average will be exempt from the final.

COMMENTS: *The worth of this course can hardly be measured.* In fact, this is the only psych course the sociology department recommends to its majors for being on a qualitative par with the soc. course offerings. Once again, the psych department has shown itself to be avant-garde in coming down from the ivory tower. As Raquel Welch, a student in last year's course, was overheard saying: "Robert's Oral does it again!"

Sociology

Sociology 227
Social Psychology, 8 MWF
Andrew Weigert

CONTENTS: This is a one-semester course designed to introduce the student to the field of social psychology, which deals with both the individual and his relation to a group. The emphasis in this course is upon the study of social psychology from the viewpoint of symbolic interaction. There are no prerequisites for this course and many students use it to fulfill their sophomore social science requirement.

PRESENTATION: The course consists of two lectures and a seminar per week. The lectures are clear and well organized and are based upon readings from the various texts. Shorthand is not a prerequisite as the professor proceeded at a reasonable rate. Questions were both elicited and answered thoroughly, and class discussion was common. The seminar was used to discuss the supplementary readings and quality varied according to student interest and willingness to participate.

READINGS: The basic text used is Lindesmith and Strauss' *Social Psychology*. In addition there were four other books assigned, Goffman's *Presentation of Self in Everyday Life*, Klapp's *Collective Search for Identity*, Plimpton's *Paper Lion*, and Ellison's *Invisible Man*. There was sufficient time allowed for the reading provided the student kept up. This is not a course where the readings can be left till the night before the exam. Approximate costs for the texts is \$12.00.

ORGANIZATION: There are two major exams, two quizzes, and a short paper. The tests are not so much difficult as thorough, and a good amount of time should be in preparing for them. They are usually part multiple choice, part identification, and part open-ended essay. The average grade was a low B.

COMMENTS: One hesitates to apply an adjective to this course, but probably the most appropriate is successful: it is both demanding and satisfying, and succeeds where other courses striving for relevancy wind up with mediocrity. Dr. Weigert's application of social psychology to the popular works of *Invisible Man* and *Paper Lion* is an effective teaching technique that bridges the gap between abstraction and applicability in sociology. The course provides the student with insights of both himself and the groups he finds himself in, and is highly recommended. Dr. Weigert's interest in and knowledge of his courses have been mentioned in previous evaluations, and can only be repeated again. In short, a significant learning experience and a highly recommended course.

Sociology 227
Social Psychology, 9 MWF
Carl O'Neill

CONTENT: Social Psychology deals with the individual in relation to society. In contrast to psychology, which focuses almost entirely on the individual, and sociology, which emphasizes the group, social psychology is a discipline which adequately deals with both and the relationship between them.

The emphasis in the course seems to be upon those men who have recently developed the science and the experiments which they performed regarding human behavior. Such phenomena as values, culture, goals, motivation, etc., are studied.

There are no prerequisites for this course, and most of the students come from the College of Arts and Letters.

PRESENTATION: The lectures were clear, distinct, and well organized. The professor made it a point to proceed at a reasonable speed, and there was plenty of time to take decent notes. Mr. O'Neill was willing and eager to answer any questions which the students may have had. In my opinion, Mr. O'Neill's presentation was excellent. The notes and text were equally stressed, and, in the interests of increasing knowledge, the lectures did not merely restate what was said in the texts.

READING: The basic text to be used, *Integrating Principles of Social Psychology* (J. Cooper and J. McGaugh) is worthwhile, and relevant. The number of outside readings, however, could be reduced, and the special reprints could be eliminated. There was ample time to read the text, and if the student keeps up with the work, he will not find himself cramming before the tests.

ORGANIZATION: There are no papers to write for this course. Nor must the student do any projects. I think, however, that the one-day-a-week discussion groups on the readings should be eliminated, for they proved rather uninteresting and monotonous. The course could have been improved by having three lectures a week.

There were two exams and a comprehensive final. These exams were straight from the book and notes with no "intensive knowledge" required.

The final grade was determined from the two tests, final, and a ridiculous grade, received from the proctor in the day-a-week discussion groups. This final grade was given undue importance and was completely subjective (supposedly according to how much the student participated). This grade should be eliminated. While it was not mandatory to attend the lectures, a student was indirectly coerced into attending the discussion groups lest he jeopardize his grade. It is very difficult to get an

A, and B's and C's are more likely to be found at the end of the semester.

Sociology 229

Social Disorganization, 9 MWF

John Kane

CONTENT: This course is basically a survey introducing the student to some of the elementary social problems of American society today. Topics in the past have included world population, mental illness, juvenile delinquency, drug addiction, alcoholism, suicide and homosexuality. These problems are studied using the "Situation Value" approach. The course has no prerequisites, is co-ed, and is used by many to fulfill sophomore social science requirements.

PRESENTATION: Lectures are given to supplement the assigned readings in the text. Because the present class size (approx. 80) has been reduced from previous semesters, questions and discussions have become a part of class format. Students who are now taking this course feel that there is a correlation between the text, the lectures and the outside readings. Attendance is taken and Professor Kane does hold to the three-class cut policy.

READINGS: Merton and Nisbet's *Contemporary Social Problems*. Readings consist of the text, a collection of sociological papers, McDonagh's and Simpson's *Social Problems*, and two paperbacks that have varied over the past semesters. Adequate time is given to read the material.

ORGANIZATION: Two major tests: a midterm and a final. Two minor tests on the paperbacks. No papers.

Sociology 278

Sociology of the Manatee, MWF 5

Arthur Pears

CONTENT: The course will be a seminar dealing with the socioecological role played by the manatee in the canals of Florida. Material to be covered will include the socioeconomic properties of split-lip anatomy form, the sociohistorical role of the manatee's tail plus the unveiling of the mermaid myth and the socio-philosophical content of the manatee's use as a consumer of canal-clogging water plants and its application to our own administrative channels.

TEXTS: No formal texts will be used but all students will be expected to subscribe to *Florida Waterways* and the *Men Against Manatee Annihilation*.

ORGANIZATION: The class periods will be divided between lectures from such notables as Governor Kirk, Orville Freeman and the Army Corps of Engineers and general discussion on the readings and independent research. A class trip to Daytona at Thanksgiving is planned to bring us closer to the problem.

Sociology 362

Medical Sociology, 9 TT 11

Richard Kurtz

CONTENT: This course assumes a sociological perspective on the medical world. For example, it seeks answers for why certain medical techniques might prove to be ineffective on a patient of a certain cultural background; describes the dilemma of the professional versus business ethic within the hospital structure; and discusses the psychological and sociological advantages of hospital care as opposed to home care. While the course has no prerequisites, its composition is generally pre-med and sociology students in their junior and senior years as well as some students interested in nursing.

PRESENTATION: Dr. Kurtz's enthusiasm for the subject and his interest in students quite naturally leads to a well-prepared and usually interesting and understandable lecture. Although the size of the class puts somewhat of a limit on the discussion, questions are welcome and frankly answered. Eliciting the response of students with hospital experience also adds significantly.

READINGS: The textbook costs approximately eight dollars but the bookstore also carries second-hand copies for considerably less. An additional book costs about four dollars. The rest of the reading is on reserve. All the readings were relevant and worthwhile to the course. The amount of material was reasonable, but frustration occurred for those who tried to read all the reserve material on the last day or two before the exam.

ORGANIZATION: Overall, the course is relatively not very time consuming. No papers or projects are required. The final grade is based upon three multiple-choice examinations. Nevertheless, an "A" is no easy accomplishment: a 94 average is the cut-off point.

COMMENTS: Most of the students considered this course to have been well worth taking and would recommend it to others. Although its varied composition, on the one hand, prevents it from being the most challenging or in-depth sociology course possible, the sociology that is employed is sound, interesting, and relevant. The pre-med student, on the other hand, can secure an invaluable perspective whose worth is quickly becoming universally recognized in medical schools across the country. Moreover, this author feels that social work students might find most of this course very interesting to them. Almost every major hospital today employs a social worker.

One improvement on the course could come from elimination of the occasional overlap of lecture and reading material. Also, the sociological implications of the presently occurring revolution from individual to group practice could prove very interesting to most of the students.

Sociology 371

Criminology, 1 MWF

Robert Vasoli

CONTENT: Criminology is the study of crime and the behavior of criminals. Mr. Vasoli's course is a survey of the important theoretical and practical considerations underlying this pressing national problem. Falling into three stages, the course first examines the various definitions of crime, then concentrates upon the many schools of crime causation and, finally, concludes with a study of penology. Each stage of the course seeks to establish an historical perspective regarding the question at hand while examining the current thought and its implications for the society. The topic of criminal law is not approached *per se*, but Mr. Vasoli's extensive knowledge of the subject is continually evident and very much a part of the course. His maps of South Bend may prove invaluable for some. Juniors and seniors dominate class composition.

PRESENTATION: Mr. Vasoli is a systematic and thorough lecturer, moving through a large amount of material at a moderate speed. His style is businesslike but not without an appreciation for the humor one may find in burglars, shyster lawyers, and the underpaid patrolmen of the Naked City. Discussion is welcomed, often requested and is of greatest importance when the topic turns to the contemporary society. The lectures are only indirectly related to reading materials hence the course is most definitely a classtime undertaking. Tests draw equally from lecture and reading.

READINGS: The basic text, *The Challenge of Crime in a Free Society*, is a government report, quite long, quite dry, and quite crammed with information. The outside readings, however, are carefully selected and most interesting. The list in the past has included: Lewis' *Gideon's Trumpet*, Capote's *In Cold Blood*, and Sykes' *Society of Captives*. The reading load is not burdensome.

ORGANIZATION: The final grade is based upon three tests, including the final, and a number of optional projects. These projects are of great value and should not be skipped, consisting of a written report on courtroom observation and/or impressions of a field trip to the state penitentiary. There are no required papers. Mr. Vasoli takes pride in his testing, which is difficult but by no means impossible or unfair. His tests consist of multiple choice, some short answers and an essay. Grading is usually curved and the average final grade was between B and C.

COMMENTS: Mr. Vasoli states, with some due pride, that no one taking his course has ever done time. But the intellectual experience is also of some value — actually a most excellent treatment of the subject and to be highly recommended to anyone with an interest in social problems and the law. Some sociology is helpful but it is not necessary and the non-major may approach the course without fear. The subject matter is too broad to be capsulized in a one-semester course and as a result many topics are treated cursorily, e.g., the courts, police operations, government policy. But the course is most worthwhile and Mr. Vasoli an enthusiastic and extremely competent teacher.

Sociology 377 The Family, 10 MWF John Kane

CONTENT: This course is basically one which attempts to acquaint the student with modern marriage and family life. The development of the family through various stages, the family's importance in the socialization process of the individual, and the importance and role of the family in the overall societal structure are all explored within the context of this course. Dating, pre-marital sex, child-rearing, effects of urbanization and industrialization, courtship, interracial and interreligious marriage, the extended family — all of these aspects of modern marriage and family life are discussed.

PRESENTATION: Professor Kane's classes are a mixture of sociological terms and facts concerning marriage and the family, liberally interspersed with his own personal anecdotes. The student is encouraged to look at marriage and family-raising from a realistic and practical point of view. Questions and class discussion are encouraged and students are often called upon by Professor Kane to express an opinion on various questions. Tests came mainly from the readings, but were supplemented with information from the lectures. Attendance is taken in a spot-check manner due to the size of the class (approximately 100), and extensive absences may affect the grade.

READINGS: Last semester there were two required readings: *Courtship, Marriage, and the Family* by Robert K. Kelley, and a book of reading, *Sex and Human Relationships* ed. by Cecil E. Johnson. These, however, are subject to change. The reading load was not overburdening and was, at times, interesting and informative.

ORGANIZATION: Once again, this aspect of the course is subject to change, but last year there was one test on the main text and two on the book of readings, both supplemented by lecture material. There were no papers, and those students with an average of A or B after the first three tests took the final as an option.

COMMENTS: The course is contemporary and highly relevant since marriage and rearing a family are in most people's future plans. The course enables one to look at these phenomena from outside the romantic love complex. The approach is not a strictly scientific one; yet it is not a panacea for those fearful of future marital situations. It does help one put the prospect of marriage and the rearing of a family into perspective in relation to modern society.

Sociology 402 Social Psychology, 2 MW 4 Lawrence Saha, C.S.C.

CONTENT: This is a one-semester senior sociology course taught for the first time next semester by Father Saha. Though there are no prerequisites, an introductory sociology or psychology course would certainly be helpful. Father Saha intends to cover the basic concepts of social psychology and then place major emphasis on the various theoretical approaches to the subject, paying particular attention to the symbolic interactionist and cognitive theories.

PRESENTATION: Class time will be spent in a combination of lecture, discussion, and audiovisual techniques. Father enjoys giving open-ended lectures which lead into what he considers more fruitful discussions. The student will be encouraged to tackle the unsolved problems presented in the readings and the lectures during these discussions. In addition, a number of films will be shown as a supplement to the readings.

READINGS: As of this time, Roger Brown's *Social Psychology* will be the required text. A reader and one or two short paperbacks may also be used. Father particularly wishes to employ Brown's text because of its presentation of the unanswered questions in the field. Total cost of the books will be between 10 and 15 dollars.

ORGANIZATION: The final grade will be based on one midterm, a final, and papers — each counting one-third. There will be one major paper due late in the semester on a particular facet of social psychology. Hopefully, the subject of the paper would be inspired by the student's interest in one of the problems presented in the readings or the lectures. It may be either library research or a small-scale study by one or more students. In addition, a short book review may be required early in the semester. Average grade for Father's Methods course is a B.

COMMENTS: Father Saha has shown himself to be a teacher easily approached and interested in his students. In his Methods Course, the only criticism is the occasional lack of organization in his lectures, and his tendency to reiterate what the book had covered. These problems should be remedied, however, by the increased depth of subject matter and his strong encouraging of student participation.

Sociology 411 Deviant Behavior, 9 MW 11 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. 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 sociology background is almost a must even though a brief review of basic sociology is given in the opening sessions. Class size is small, limited to about 20 AL juniors and seniors, most of whom are sociology majors.

PRESENTATION: As far as presentation goes, Dr. Dodge should be considered the Joe Cocker of the Sociology Dept. His grimacing face, flailing arms, and rapid-fire gestures make his lectures anything but dull to watch. However, his thorough knowledge of the subject combined with his quick presentation has on more than one occasion left his class floundering. And you can't afford to miss any part of the lectures, for they always appear on the tests. Discussion is encouraged in light of the small class size. The text nicely supplements Dr. Dodge's lectures and some of the readings are quite interesting.

READINGS: *Sociology of Deviant Behavior*, Marshall Clinard, \$9.50; *Deviance, the Interactionist Perspective* Rubington & Weinberg, \$4.95. These books supplement the lecture topics (for the course is structured around the lectures) quite well. The textbook (like most textbooks) is pretty dry in places, but the readings from Rubington are all fairly good.

ORGANIZATION: There will be three exams and one fairly long (10-20 pages) term paper. The exams are quite difficult and a thorough knowledge of the lecture notes is a must. There is a good amount of material with which to be familiar for each exam. These rigidly graded tests count for a total of 60% of the final grade, while the paper counts 20%. The average grade is a C+, indicating that the good doctor distributes good grades rather parsimoniously.

COMMENTS: This course, as presented by Dr. Dodge, is a good solid sociology course. A fair amount of reading as well as regular class attendance (or a friend who takes perfect notes) is a must in order to do well. Dr. Dodge is quite interested in his students, although he seems to play favorites a little too much. He is a good (perhaps excellent) teacher, but he is no-nonsense and quite demanding. If you are not afraid of attending class regularly, and of doing a good amount of reading (as well as learning something) by all means register for this course.

Sociology 420

Sociology of Poverty, 1 TT 3

Joan Rytina

CONTENT: The author of last year's review of Dr. Rytina's Sociology of Poverty course made the mistake of claiming that the course was concerned with the so-called "culture of poverty." On the very first day of this year's class, Dr. Rytina made it quite clear that she was not going to take this sort of approach at all and she more than kept her promise. Rather, the course takes an *institutional* view of poverty, an approach that is certainly to be applauded. Thus, for example, the course deals with the structure of the labor market, institutional racism, the tax structure, the distribution of political power in America, etc., rather than psychologizing about welfare Cadillacs or lauding the values of education and/or hard work.

In fact, this reviewer's only bone of contention is that Dr. Rytina has forsaken the "culture of poverty" theorizing so completely. The work of Oscar Lewis, for example, is not all so intellectually soft as it is sometimes made out to be, nor is Lewis an apologist for the *status quo*. Be that as it may, the material that is presented in Dr. Rytina's lectures is both interesting and intellectually stimulating — certainly more so than that of most of the texts.

PRESENTATION: As implied above, the lectures are the most valuable part of the course. Dr. Rytina is sometimes guilty of becoming bogged down in less essential matters but her lectures are always well prepared and well presented, all with her own peculiarly witty and challenging style.

READINGS: This year's readings represented a change from the preceding year, and there is some likelihood that they may change again. This would not be an altogether bad development since the main text, *Towards Social Welfare*, by Clair Wilcox, would probably rank second to only the judicial decisions of Harold Carswell for its sheer mediocrity. The rest of the moderately heavy reading list consisted of two good books by Alvin Schorr, *Poor Kids* and *Slums and Social Insecurity*, as well as Elliott Liebow's minor classic, *Tally's Corner*.

ORGANIZATION: One term paper (10-15 pp.) dealing with some issue relating to the field of poverty is required. There is a mid-term (not required for graduate students) and a final. Each of these three requirements will count one-third toward the final grade. There was some murmuring about the final exam which seemed to concentrate too heavily upon the trivial rather than the major issues of the course. The paper, at any rate, was fairly graded. The final grade lay somewhere between a B and a C.

COMMENTS: Talcott Parsons once argued that sociology ought not become tied down in the topical issues of the day, since such a development would work to hinder the proper development of sociological theory. As one might expect, this sort of approach became ascendant during the 1950's (what *were* we all thinking of in the 1950's?). Fortunately, though, recent years have seen the growth of a more involved sociology, and although sociologists are still quick to point out that sociology is *not* coterminous with social work, there has been more and more interest in "area studies" dealing with contemporary problems. Such a discipline is that which goes under the rather awkward name of the "sociology of poverty."

There can be no doubt that this approach represents a breath of fresh air for the almost *scholastic* nature that sociology can take on at times. However, there are problems. Since it is a new area, much of the literature is somewhat superficial, often substituting statistics for critical insight, politics for sociology. Dr. Rytina has been generally successful in steering clear of the first difficulty, less so with the second. Her opinions are consistently left of center but she welcomes classroom debate (which she obviously relishes) and always presents her views convincingly. Since some Harvard sociologist (whose name slips my mind at the present — but who is supposedly the leading theoretician in the field) has just published an unabashedly conservative book on urban problems and the supposedly liberal Daniel Moynihan seems more and more a strict constructionist with every day in power, next year's course ought to be, at once, both more provocative and more productive than ever before.

All in all the course was quite good. Most of the students seemed to enjoy it and this reviewer feels it to be one of the best sociology courses he has taken while at Notre Dame.

Sociology 425-525

Economy and Society, 9 TT 11

John Maiolo

CONTENT: There are no formal prerequisites, but background in sociology, economics, or world history would be helpful. The class is open to juniors, seniors, and graduate students. The course attempts to relate the economic sector of society to society as a whole. This involves studying the relation of the economy to the political, educational, familial, and religious institutions of society and how the economy has affected their development. Cross-cultural comparisons will be made between the influence of the economy in our own culture and that of Asia, Europe, and South America. Leading theorists in the field, such as Marx, Weber, Belschaw, Kerr, and Moore, will be relied upon. Finally, the logic of the development of industrialism will be studied.

PRESENTATION: The class will involve discussion of the ideas presented in the readings and lectures. If the discussion proves to be cumbersome, however, more lectures will be given. The professor seems to have a charismatic ability to generate class response, though, and a real lack of discussion seems unlikely.

READINGS: There will be six required books, all paperbacks: Moore's *Impact of Industrialism*, Belschaw's *Traditional Exchange and Modern Markets*, Breese's *Urbanism in Newly Developing Countries*, Kerr's *Industrialism and Industrial Man*, Weber's *The Protestant Ethic and the Spirit of Capitalism*, and Marx's *The Communist Manifesto*. Several Bobbs-Merrill reprints will also be used. Total cost runs about \$14, and students will be encouraged to buy the readings in groups.

ORGANIZATION: There will be two exams in the course, and the final grade will be based on the two exams and student participation in the discussions. There is no required paper. Several films will be shown during the semester. The exams are fair and cover the material discussed. Grades last fall spanned the full spectrum, although the majority were A-B.

COMMENTS: The course is an extremely interesting comparison of the effect of economic variables on the caliber of society, and conversely, how cultural values influence the development of means of production and distribution of goods. It is, therefore, extremely valuable for students in sociology, economics, and

business economics interested in the interdisciplinary realm of social scientific contribution to the field. Professor Maiolo is proficient in the study of complex organizations, and his free lecture style and penchant for discussion keeps the class moving. Discussion can often diverge from the topic to be covered, however, and needs proper direction to be an effective learning tool. The professor seems unable or unwilling to provide that direction, and as a consequence the class often finds itself off on a tangent from which it seems unable to return. As a result, there is much material in the readings which is never covered in class.

Sociology 451

Religion in Society, 10 MW 12

Andrew Weigert

CONTENT: This course is an heroic attempt to introduce the student to the development of religion, particularly Christianity, as a social phenomenon, particularly in the United States. Not surprisingly, the tone is sociological, stressing discussion of the social theories of religion presented in each reading in light of recent statistical data. At least six hours of sociology are required and it is hoped that the class will be limited to twenty-five students. Last fall there was a mix of both junior and senior sociology majors and nonmajors.

PRESENTATION: The size of the class will undoubtedly determine its structure. With only twenty-five students, two separate discussion groups will be formed thus keeping lectures to a minimum. The style of these discussions is analytical, usually beginning with a broad question about the methodology or content of the specific book being discussed and leading to further questions, interpretations, and comments. Dr. Weigert likes to have students answer the questions raised through discussion rather than looking to him for an explanation. Often this led to redundancy or further confusion. In the end the quality of each discussion will depend on individual openness to the whole group, overall interest, and consistent preparation.

READINGS: The consensus last fall was that the readings, while not always easily understandable and necessarily abstract, were nonetheless well-chosen and provided a good introduction to the sociology of religion. There are six readings altogether with two weeks set aside for each. Since these readings form the subject matter of the discussions, students are advised to keep up with the assignments, which are not difficult. As you read, question not only what is written but also the framework in which it is presented. Titles include: O'Dea's, *The Sociology of Religion*; Weber's, *The Protestant Ethic . . .* (a Weigert favorite); Berger's, *The Sacred Canopy*; and Hatten's, *Gathering Storm in the Churches*. Total cost should be \$12-\$15.

ORGANIZATION: The final grade is based on a research paper of 15-25 pages and a final exam. The paper is designed to be the major project of the course. The topic may be of your own choosing within the framework of religion as it relates to society. Dr. Weigert is readily available to help and guide. The final is part objective and part essay. The objective portion requires a rather thorough reading of the texts while the essays are usually covered in discussions. Average final grade: B.

COMMENTS: Religions in Society is a worthwhile course for sociology majors and serious nonmajors with some sociology background. It is definitely a sociology course with "pop theologizing" frowned upon. Dr. Weigert is a competent scholar in this field. He can be "preachy," necessitating some ceiling scraping but this happens only when discussion bogs down. He is by no means a demanding teacher, yet he wants his students to be active and enter into "student-teacher conversation" in class. If you are looking for a deeper understanding of just what "religion" means to men, beyond superficial theology requirements, are interested in viewing religion in a new perspective, or do not believe there can be such a thing as a "sociology of religion," this course is highly recommended.

Sociology 462

Social Psychology of Conflict Resolution, 1 MW 3
Claggett Smith

COMMENT: This course takes a multi-level approach which attempts to further the student's understanding of the nature and consequences of social conflict and, through such understanding, to attempt to develop approaches for the management and/or resolution of conflict so that it has constructive rather than destructive consequences for mankind. The approach is that of social systems analysis—i.e., an examination of the phenomena of social conflict at several levels of analysis: the intrapersonal, the interpersonal, the intergroup and the international—in an attempt to develop a coherent system of propositions concerning the nature, manifestations, determinants, and consequences of social conflict. Having developed such a model, its validity will be evaluated by applying it to current world conflict systems.

While the basic objectives aim for an ultimate understanding of the world conflict situation through multi-level analysis, the student will be encouraged to develop a more elaborate understanding of conflict at the level particular to his own interests. This may involve psychological conflict, interpersonal conflict such as family relations, industrial, class, ethnic conflict, or particular aspects of world conflict such as problems of disarmament and arms control, military strategy, social structural means of increasing the bases of international cooperation, or the economics of peace.

The course is open to all juniors and seniors. There is no formal prerequisite for the course, but students who sign up should certainly be willing to seriously examine the issues raised throughout the course of the semester. There is no limit being placed on the number of students who may register for the Social Psychology of Conflict Resolution, as the class will be broken down into various sections if it becomes too large to carry on the discussion central to this course.

PRESENTATION: Dr. Smith would like to conduct this course in a seminar fashion. Therefore, a great deal of the responsibility for the success of this course rests with the students. Dr. Smith is very capable of analyzing the readings to be dealt with, but most of the class period will usually consist of relevant discussion. Students may be asked to briefly review some of the selections as a lead-in to class discussion. What is done in the class will be very closely related to what will be expected on the tests.

READINGS: The readings for this course are excellent. The only book which will be required is *Readings in the Social Science of Conflict Resolution*, edited by Dr. Smith. The cost of this text will be about \$10, but the 70 articles it will contain are certainly very stimulating reading, and a must for anyone who is really serious about this field. Dr. Smith, who studied at the Center for Research of Conflict Resolution at the University of Michigan, emphasizes that his selections present work done in the *behavioral sciences* as a whole, on human conflict, and are not restricted to one or two disciplines. This breadth is a very positive feature of the approach taken in this course. Thus students from various disciplines are encouraged to bring in their perspectives on conflict. The reading load should be considered heavy, but not prohibitive.

ORGANIZATION: There will be two examinations and a major paper required in this course. The examinations usually require the student to apply what he has learned from the course to new situations related to the subject matter at hand. Grades will be based on the paper and the two exams, with participation in discussions being a factor in borderline cases. The average final grade in Dr. Smith's courses in the past has been B to B+.

COMMENTS: This writer is presently taking a graduate course from Dr. Smith in the Social Psychology of Conflict Resolution, and on the basis of this would recommend the course very highly. Those who are not really interested in doing serious reading and talking in this area may find the classes somewhat dry. All the better, because those people would not only be wasting their time if they took the course, but that of the more interested students and Dr. Smith as well. The area of human conflict certainly seems to be a most important one, especially

when one considers today's state of social affairs. This course offers an all too infrequent opportunity to examine the empirical side of human conflict from a diverse range of perspectives. For anyone who has the interest and is willing to put some time into this area, the result should be a rich and expanding experience.

Sociology 555

Latin American Institutions, 1 TT 3

Fabio Dasilva

CONTENT: The course, offered only in the fall with a complementary course in the spring, is open to all students, but usually junior, seniors, and grad students take it. The classes are usually small. There are no prerequisites. The course analyzes important institutions in L.A. (e.g., family, religion, education, military) showing their individual effects upon the social structure. A special emphasis is placed on Brazil (the professor's native country).

PRESENTATION: The lectures are well prepared but tend to be dry. Professor Dasilva often reads his lectures. Student's questions and class discussion are strongly welcomed. Professor Dasilva's knowledge concerning the subject matter is excellent. He is much more interesting when answering questions extem-

poraneously than during his lectures. Notes from the lectures are vitally important for tests.

READINGS: There is no textbook. Students are expected to read a book concerning some social aspect in L.A. every two weeks and hand in a three-page book report on it. Thus the reading is as good as the student wishes it to be. There is a suggested book list handed out at the beginning of the year. However, the library seems to have a limited number of books in English.

ORGANIZATION: The book reports required every two weeks are given only comments with no grade. They don't seem to be too important in the final grade evaluation. There are two exams (midterm and final) in which the student is given a choice of essays to write on. Concerning the exams: a good knowledge of the class notes should be enough for a "B," but outside knowledge is needed for an "A." The final grade is based on the book reports and the two exams (mostly the latter). Grad students are required to hand in a term paper. Average grade is between C+ and B.

COMMENTS: Many students believed the course to be boring due to the professor's style of lecturing. The course seems to merit more value for those who know nothing about Latin America. Those who knew quite a bit about Latin America found the material not stimulating enough. The course is recommended only to those who have a special interest in Latin America.

Speech and Drama

Speech and Drama, 135

Introduction to Theatre, 10 MWF

Reginald Bain

CONTENT: This course is designed to familiarize students with concepts of the theatre. In order to give the student a better understanding of the art of the drama, a comprehensive view of the history, theories, crafts and arts of the theatre are surveyed. Basically, the course is divided into three areas, ideally team taught: the study of the plays, the technical aspect of theatre—in such areas as lighting, costumes, make-up and set construction—and discussions concerning the theatrical process. By studying the various parts of theatrical activity, the course aims to develop awareness and appreciation of the theatre as an art form. Intro. is a prerequisite for drama majors and is an elective for all.

PRESENTATION: Lectures are geared to discuss material presented in the text book. Background material from the text emphasizes the plays discussed. Evaluating a play both in script form and in production is emphasized.

READINGS: The textbook used for fall 1970 will be Whittings' *Introduction to Theatre*. For the last two semesters Cameron and Hoffman's *The Theatrical Response* (\$7.95) has been used. Plays presented in the ND-SMC Theatre season will be used as material for discussion in conjunction with the course.

ORGANIZATION: The course has been divided into three sections, rotating every few weeks in order for the student to receive experience in various areas concerned with theatre. There are no written assignments. Two to three tests are given each semester. Areas discussed in lectures form the bulk of the tests. The basis of the final grade is the average of tests and the required thirty hours of crew work on the productions of the ND-SMC theatre.

COMMENTS: Mr. Bain's approach to Introduction to Theatre is excellent. His presentation of material covered in the course is both interesting and enthusiastic. However, the course when taken by non-majors often seems dry and the thirty hours

burdensome. Much of the material is theatre history, and unless the student has had previous knowledge of the historical aspect of drama and the terms associated with it, the student realizes that he has to concentrate even more on the textbook during the semester. Intro. is a good course for those who want to get a sampling of the various facets of the drama.

Speech and Drama 257

Oral Interpretation, 10 TT 12

Fred Syburg

CONTENT: The purpose of this course is to develop a student's skill in the oral presentation of literature. Categories of selections presented throughout the semester include poetry, essay, fiction and non-fiction. Stress is placed on both the analysis of the work and the development of vocal and body techniques to impart the intellectual, emotional and aesthetic content of the printed page. The majority of classes in this course involve student readings. A lecture by Mr. Syburg precedes each new lesson.

PRESENTATION: Mr. Syburg's lectures are concerned with the material discussed in each lesson. Guidelines and specific techniques to be developed in each reading are discussed. To exemplify the lesson discussed, Mr. Syburg often does a selection. Following each exercise in reading by the students, Mr. Syburg gives a critique.

READINGS: Charlotte Lee's *Oral Interpretation* (\$6.95) is the text used. The reading is not difficult and very useful for the student developing ideas in areas of technique and presentation.

ORGANIZATION: The number of readings is directly influenced by the class size. Last semester's class was twelve in number, and usually only one reading per week was allowed for each student. A smaller class is ideal, because a student could read and develop his skills more often than listen to other student selections during the week. Two to three listening assignments of professional oral interpreters is assigned during the semester with a

small paper developing the techniques and approaches of that reader. Comments on the paper are given, rather than a letter grade. The final examination consists of a fifteen minute poetry program and a twenty minute short story. The grade is determined by the improvement displayed by the student and the quality of the two final performances.

COMMENTS: This course is considered to be good from two standpoints—the experience and polishing of talents in the field of oral interpretation and the enjoyment of listening to other students giving various readings. Mr. Syburg's teaching ability is good because he encourages and gives constructive criticism concerning the presentations in class. However, anyone who has had previous training in forensics or another form of oral interpretation will not gain the complete benefits offered by this course. Mr. Syburg is fair in his grading because the focal point is improvement. This course is recommended for both majors and non-majors.

Speech and Drama 18 Cast Party I Staff

ORGANIZATION: Class will be organized in five minutes following performances of this semester's productions in the basement hallway of Moreau. Contestants for attendance at each meeting will wedge themselves into no more than two hastily appointed cars, without regard for life, limb, or decency. Class meetings will be informal. Attendance will not be taken, but grades will be based somewhat on degree of participation. Quizzes will be given at lunch in the South Dining Hall the day after each meeting, to test retention of class material. A lab fee of \$3-\$5 dollars will be collected at each meeting by a student randomly selected to make a run.

Skills to be taught include: name-dropping, selective snubbing, the struggling artist syndrome, character assassination, basic dilletantism ("In matters of grave importance, style, not sincerity, is the vital thing."), economic use of common stimulants and depressants.

COMMENTS: The course is of primary interest to those who wish to nourish the illusion that they have a place in the theatre. Hence it is a requirement for all theatre majors. The course is of greatest value when all students evince a healthy enthusiasm, and a total disregard for emotional stability.

Speech and Drama 276 Acting I, 10 TT 12 Karen Ryker

CONTENT: The aim of this course is to teach the fundamental principles of acting for the stage. The material covered includes the study of the tools of an actor, stage terminology, basic steps in training an actor, theories of acting, characterization, and role study. Acting involves DOING and, therefore, much of class time is taken up with practical exercises in improvisation and scenes. Speech and Drama 75, Voice and Body Training, is a prerequisite and all students are required to attend Voice and Body at least twice a week. This semester there were students from all classes in this course but it consisted primarily of sophomore and junior drama majors.

PRESENTATION: A day-by-day schedule of the semester was given out at the beginning, but because of the performance nature of the course, the schedule was very flexible. The material was presented in lecture-discussion sessions related to the text. When the class included scenes (which was almost every class), each performance was followed by a critique by Mrs. Ryker and comments from the students. The class was very informal and, therefore, very conducive to creativity and learning experience.

READINGS: The text was *Acting is Believing* by Charles McCaw. Cost: \$6.50. The book is short and very easy reading.

May 1, 1970

ORGANIZATION: The assignments for this course were to prepare and present scenes and to do readings from the text. There were no tests or papers. The final exam is a presentation or a scene. Certain scenes and the final are graded, and the final grade for the course will indicate the student's proficiency in the basic acting skills and his improvement over the semester.

COMMENTS: The main criteria for reviewing this type of course is what the teacher has to offer and how well he presents it. With Mrs. Ryker the course was very worthwhile for beginning actors. However, Mrs. Ryker will not be here next year, so possibly everything except the basic aims of the course may be different.

Speech and Drama 374 Directing, 1 MWF Reginald Bain

CONTENT: The course is an introductory directing course. It deals with the function of a director, approach to a script and rehearsal techniques. The major emphasis is on establishing an image for the particular production one is directing and using the tools available to make that concept effective. The directors wind up hassled with everything so they should have a general knowledge of all aspects of the theatre. A course in stagecraft is ordinarily a prerequisite. The class is generally composed of senior drama majors.

PRESENTATION: Mr. Bain likes to talk. His lectures are informal and designed to provoke some questions or response from the class. He is very well read in this field and many related ones, so he presents an informal bibliography just by the material he mentions. The lectures and discussion center around the imagistic approach to theatre and some of the basic rules of the proscenium stage. *The Theatrical Image* and *Fundamentals of Play Directing* deal with these areas. Mr. Bain concentrates on the imagistic approach and pretty much assumes familiarity with explanations of the director's concept and methods. The average final grade is B+, A—.

COMMENTS: The course is very good. Mr. Bain exposes the students to different approaches to old problems. His experience and knowledge is a great broadening experience. You can see in him how much there is to learn. The books are some of the best on the subject. The exercises, done properly, are excellent practice. But the greatest experience is that of doing. Directing a one-act play, as a final project, teaches more than any course or books could ever teach. The course is extremely valuable to anyone interested in any phase of the theatre; that interest and not the student's major determines its ultimate value.

Mr. Bain is attempting to improve the course with more practical exercises and less talk. This is somewhat dependent on the student's willingness. Our class should have read Alexander Dean and followed some of his rules. The course is good and getting better, judging by the quality of the plays presented last semester.

Speech and Drama 383 Acting II, 11 MWF Karen Huber

CONTENT: Advanced Acting is designed to further the student's ability to analyze a character and portray a role on the stage. The course deals less with general acting theory than a beginning acting course and offers, rather, a study of acting styles from the Greeks to the 20th century. Acting I is a prerequisite for this course. The class is usually composed of drama majors and is most successful if the group is small (6-8 students).

PRESENTATION: The class meets twice each week for two hours. One class is devoted to lecture and the "reworking" of scenes previously presented. Miss Huber's lectures are concise yet adequately cover the necessary material. The lectures are presented in an informal manner which invites discussion. Much time is

devoted to helping students with their particular acting problems. The second class of each week is designated for the presentation of short (5-10 min.) scenes usually of two or three characters. These are usually chosen and rehearsed by the students on their own time with occasional suggestions from the instructor. Each student is required to memorize his lines and submit a written analysis a day before the scene is due. A detailed and constructive critique follows each presentation.

READINGS: There is no required text. Reading lists accompany each lecture, but none of these are obligatory, and are only given in order to assist the student with research and preparation of a character.

ORGANIZATION: One written examination was given mid-way through the semester. This required a minimum of preparation if all the lectures had been attended.

COMMENTS: This class was generally enjoyed by all the students, because of the variety and flexibility of the presentation. Miss Huber is well-liked and respected for her knowledge and the individual attention she gives to her students.

Speech and Drama 385 History of the Theatre I, 11 MWF Roger Kenvin

CONTENT: The fall semester covers the origins of theater to Moliere. The major emphasis is on continuity and how one trend in theater developed from a previous one. There are no

official prerequisites for the course, but it would be wise to have at least one course in literature of the theater. The class is composed primarily of junior and senior theater majors, but other fields, including history are represented.

PRESENTATION: Dr. Kenvin's lectures, while not being overly engrossing, at least keep you from falling asleep. Discussion for the most part is kept at a minimum, usually for clarification of some point brought out in the lecture. Outside readings consist of plays and period documentation, and while at times they can be long, they complement the lectures well. Tests are designed to evaluate the student's understanding of both lectures and outside readings.

READINGS: The text used is Nagler's *A Source Book in Theatrical History*, \$3.00. However, a great deal of the preparation for the classes consists in outside readings, so be prepared to spend a good deal of time in your local library.

ORGANIZATION: Class lectures are well organized; at the beginning of the semester each student is assigned an individual project to be presented in class at a later date. The final grade is based on the midterm, the final, the presentation of the individual project, and a paper written on the project. The average grade at the end of the semester was a "B."

COMMENTS: This course is an educational experience for the student in direct proportion to the amount of time and effort the student is willing to put into the course. I myself would recommend this course only for drama majors, or people who have an insatiable curiosity about theater history and its myths. This course is probably being offered in the best possible way, although at times it tends to be somewhat dry.

Theology

Theology 007 Church of State, 8 MWF Karl McIntyre

CONTENT: This course investigates the fundamental questions raised by the socio-religious phenomenon its professor described as central to our time. "What we are faced with today in these present modern times," he commented tersely, "is the sad and sorry exit of the flag from our faith." He described the course as "a scholarly attempt at putting the stars and stripes back into Christmas."

PRESENTATION: Dr. McIntyre bases his course on Americanism as the basis of Christianity, beginning each class with the reaffirmation of the divine right and/or might of Southern Republicans. Following the salute to the flag, there is often time for Dr. McIntyre to interpret Scripture. "The central incident in Holy Scripture," he announced, "was our Lord's most holy whipping of the men in the temple." One student commented on the consistency of the professor's presentation: "Each class was devoted to saluting the flag and putting the scriptures to use."

READINGS: Dr. McIntyre discourages reading on the part of his students. "We have abandoned the important things in education and got all distracted with ornaments like reading," he said.

ORGANIZATION: Dr. McIntyre stressed the need for organization and said he was still organizing the organization for Church of State. One student was unrestrained in his commendation of the professor's organization: "It was damn organized—what we got here is a prof who doesn't get bogged down in content—like I say, it was damn organized." Grades will be determined by the professor and are said to be essential to the thrust of the course. The final grade, according to Dr. McIntyre, is decided by God,

who informs the professor of the particular computation. The final grade is average.

COMMENTS: Most students who took this course said they think "the stars and stripes ought to be put back not only into Christmas, but in religious holidays as well." Each student must decide for himself, by the privilege won for him by his country, whether he will take this course before or after he is drafted.

Theology 203 Ancient Near Eastern Mythology 9 TT 11 Leonard Paul, C.S.C.

CONTENT AND ORGANIZATION: The course offered for the first time by Fr. Paul, will cover all the major myths of the ancient Near East. This would include Egypt, Canaan, Sumer and Assyria, etc. The course will be lectures, however, depending on the number of students and their interest, Fr. Paul intends to hold some discussions. Fr. Paul would prefer juniors and seniors, students who are serious and willing to do extensive reading. There will be approximately three papers of "moderate" length required.

The grade will, of course, be dependent upon the student's performance. This course will be valuable for those students seriously interested in a comprehensive study of one of the most important formative periods of Western culture. Fr. Paul's teaching qualifications are well known by those freshmen currently enrolled in his Biblical Theology course. Fr. Paul has pursued his studies in Semitics at the Johns Hopkins University, Baltimore.

READINGS: The readings will consist of about ten books. Use will also be made of the collections of reference materials in the library. All the books assigned will be in paper covers. As of

yet, Fr. Paul has not finalized the reading list; however, these titles are sure to appear: William Foxwell Albright, *From Stone Age to Christianity*; Henri Frankfort, *Ancient Egyptian Religion*; Samuel Noah Kramer, *Sumerian Mythology*; Gordon Childe, *What Happened in History*; Henri Frankfort et al., *Before Philosophy*.

Extensive use will also be made of first hand sources: the translations of the texts to be found in Pritchard's volume, *Ancient Near Eastern Texts*, to be available in the library.

Theology 205

Transcendental Experience, 9 TT 11

Kenneth Grabner, C.S.C.

CONTENT: This course is an investigation of the ECA experience. Starting with the reality of expanded conscious awareness, Father Grabner considers in order the spectrum of its experiential origins within the human mind, dabbling with drugs and Jung, but ever faithful to the East. The emphasis of the course centers on Buddhism and Hinduism, with Zen and Yogi included at various points within, all meshing and finding meaning in the premise that "He's Got the Whole World In His Hands," be he God, Buddha, or the Oneness of satori. Quite frankly, there are days when East is East and West is West, and the good father is hanging somewhere between.

As a sequence within the theology requirement, most of the class is composed of juniors and seniors of all creeds and colleges; representatives of both Yin and the Yang are included.

PRESENTATION: Father Grabner is a decent lecturer, well organized and, on occasion, even interesting; but his style of delivery will never lead one to Nirvana. The combined influence of the early morning, the relative obscurity of complex Eastern myth and lifestyle, and the habit of the lecturer of confusing, blindly affirming, or discarding every question from the floor tends to dull any stabs at discussion.

READINGS: *I Ching*, *Bhagavad Gita*, and Hesse's *Siddhartha*, plus further suggested readings for those with specific interests. Total cost is low: less than \$5.00.

ORGANIZATION: The course will center on lectures, but discussion — especially when of interest to most of the class — will be pursued. Seminar discussions will be held on the readings. Three papers are required; options include two expanded papers instead of three. There are three basic requirements for the papers: that the student employ readings from the course (or outside the course), that he show some idea of what goes on in class, and, most importantly, that he do thinking on his own — he must creatively go beyond the material presented in the course. Average grade — B.

COMMENTS: This course is what dad was talking about when he said, "Boy, you get what you put into it." For those who have an interest in the mystical subjectivity of the East, the readings balance out the often-boring lectures, with the end result being a most enjoyable A.

One word to the wise, however: contrary to Father Grabner's advocacy of "experiencing" over "intellectualizing," don't come psyched for a semester of feely-touchy sessions. Despite his initial invitations to "feel the Brahman within," as the course develops it becomes clear that lab time in Ego-loss is not in the offering, and the awakening of the Dharma Body is definitely extracurricular.

Theology 207

Buddhism and the West, 1 TT 3

Kenneth Grabner, C.S.C.

CONTENT: The course is principally constructed to give an historical overview of Buddhism. Three specific types of Buddhism will be traced from their origins to the present: Mahayana, Tibetan, and Zen. There will be an emphasis on the psychological meanings of Buddhist ideas, with the most important part of

the course illustrating how these meanings relate to the western man. As in Father Grabner's other courses, the ideas will be examined on both the conceptual and experiential levels.

There are no prerequisites for the course, although it is hoped that those who sign up will have some general background in Eastern thought. This is not absolutely necessary, though.

PRESENTATION: The format will consist of two lecture periods per week supplemented by a discussion group. The lectures are generally well organized and quite well planned. Unfortunately, Father sometimes lacks the dynamism that would make the lectures interesting, but for the most part they are sufficient. The discussion groups deal with whatever interests the students have and are the most stimulating part of the course.

READINGS: Although the specific texts have yet to be chosen, the readings will be taken from four different sources: D. T. Suzuki on Buddhism, the Buddhist Sutras, Edward Conze, and some of the western interpreters of Mahayana Buddhism and Zen Buddhism. The total number of required books will be six or seven, while additional bibliographies on specific areas will be offered throughout the semester. Father Grabner expects his students to follow up on these bibliographies, although the decision is ultimately the student's.

ORGANIZATION: The course will center on lectures, but discussion — especially when of interest to most of the class — will be pursued. Three papers are required; options include two expanded papers instead of three. There are three basic requirements for the papers: that the student employ readings from the course (or from outside the course), that he show some idea of what goes on in class, and, most importantly, that he do a good deal of independent thinking — he must creatively go beyond the material presented in the course.

COMMENTS: This is the first time this course will be offered at Notre Dame, and, therefore, it cannot be evaluated. However, Father Grabner's knowledge of Eastern thought, and, particularly important, its significance for the West, is very good. In the past, students have gotten from his courses what they put into them, especially in reference to the additional bibliographies and seminars.

Theology 209

Philosophical Theology, 2 MWF

Robert Meagher

CONTENT: As this course will be offered by this professor for the first time next semester, its exact content has not yet been established. It will take one of two directions: (1) a study of one philosophical theologian in depth, or (2) a focus on one theme as traced across a number of philosophical theologians. In the first instance the subject would probably be Augustine; in the second the theme would probably be "Reason and Revelation" as traced through Augustine, Calvin, Schliermacher, Kierkegaard, and Barth. A maximum of interest will compensate for a minimum of background in this course. Those not seriously interested in philosophy and theology should look elsewhere for three credits; Mr. Meagher is not for you. It should be mentioned that the subject matter of this course will shift every semester, and so this is a now-or-never course each semester.

PRESENTATION: Class presentation will be primarily lecture unless the course is small enough to allow for a genuine seminar. Questions in class are not an interruption for Mr. Meagher but an important part of student-teacher dialogue and are encouraged. Mr. Meagher knows his material extremely well and lucidly presents heavy ideas. He has a soft lecturing voice which may disarm you, but questions invariably spark him to a more dynamic pitch.

READINGS: If Augustine is used, the readings will be: *The Confessions*, *The City of God*, *On the Trinity*. If the theme of "Reason and Revelation" is followed, the readings will be taken from the five people listed above. They will be deep but not

unintelligible, will require concentration and interest, and will not be overburdened in length.

ORGANIZATION: There will be two exams: mid-semester and final. Each exam will consist of essay questions which presuppose a general grasp and thoughtful appropriation of the tests and class discussion. However, the student who is an adept "regurgitator" will not do well on Mr. Meagher's tests. His tests are demanding of what you are and what you think and are fairly graded. The highest grade possible on the two exams will be B. To be considered for the grade of A, a student must write a serious, reflective paper on a topic of his own choosing. These minimal requirements are negotiable under initiation and imagination.

COMMENTS: Mr. Meagher expects and hopes to intensify reflective, serious, and penetrating thought. He is young, and "teaching" has a very expanded meaning in his life. Not only is he an excellent classroom professor, but his office and home are always open to students whose interests in sharing transcend three credits. Anywhere you go, this is a hard combination to beat.

Theology 211 Readings in Protestant Theology, 2 MWF T. Hommes

COMMENTS: Dr. Hommes came to America from Holland 19 years ago. He comes to Notre Dame from Harvard University, where he directed their program in pastoral field work. At Notre Dame, he will become the director of the new program in pastoral theology. He is particularly strong in the history of the reformation and it is expected that his Readings in Protestant Theology will offer considerable emphasis in that area. He is highly recommended by students and teachers at Harvard. He is currently in the Philippines, which rules out any more particular evaluation of his course or teaching abilities.

Theology 213 Marxist-Christian Dialogue, 3 MWF Robert Nogosek, C.S.C.

CONTENT: The course is designed to give the student a basic knowledge of the principles of Marxism through the reading of texts of Marx, Lenin, Mao and others. Then, the course moves on to consider the 'Christian Response' to these arguments; Berdyaev, Niebuhr, and Maritain. The readings are extremely interesting and provide the student with a concise treatment of both the Marxist challenge and the Christian response. The course is offered for juniors and seniors and no particular prior knowledge of Marxism is required.

PRESENTATION: Fr. Nogosek prefers the discussion method to lecturing. However, at times, lectures are necessary for supplementary material and Father proves to be both an interesting and informative lecturer.

READINGS: Mendel's *The Essential Works of Marxism*, Feurs, *Basic Writings on Politics and Philosophy of Marx and Engels*, Berdyaev's *The Origins of Russian Communism*, Niebuhr's *The Children of Light and Children of Darkness*, and Evans' and Ward's *The Social and Political Philosophy of Jacques Maritain* are the required texts for the course. The total cost for these books is \$10. Assignments are usually 35 to 40 pages per class and are usually quite interesting.

ORGANIZATION: The course consists of two lectures per week and a bi-weekly seminar session. There are four non-cumulative tests and a term paper of 2000 to 2500 words. The tests are essay and require serious thought and no memorization. Final grade is determined by 1/3 seminar participation; the paper, tests and class work encompass the other 2/3. The average final grade is a B and with diligence, a student could receive an A.

COMMENTS: The course is a most worthwhile one for those students who either know little of Marxism and would like to acquire a basic knowledge of the subject or those who are interested in the field of study known as "Political Theology." All of the readings are extremely interesting and thought provoking. (The course is highly recommended for government majors who are in the program of Soviet Studies.) Fr. Nogosek has made an attempt to restructure the course to provide for maximum student participation. Thus the course depends to a great extent on the contribution of each individual.

Theology 219 Crisis of Belief, 3 MWF, 4 MWF William O'Brien

CONTENT: This new course will center on two questions described by Mr. O'Brien as "inseparable": "Who am I?" and "Who is my God?" The specific content will depend on the course's approach, which Mr. O'Brien says will not be determined until the summer. He lists three possibilities:

—A chronological course investigating the ways men have seen their Gods throughout history.

—A focus on Darwin, Freud and Hegel, seeking the effects their religious lives had on their writings.

—A careful reading of Bernard Lonergan's *Insight*. Mr. O'Brien says he will pursue this approach only if a small number of students register for the course.

He stressed the open-ended nature of the course, and encouraged any students interested in taking it to discuss with him their suggestions for its form and substance.

PRESENTATION: The presentation will depend both on the size of the class and the approach of the course, but in any event, the floor will not be monopolized by Mr. O'Brien. He is genuinely interested in the response of students and naturally encourages discussion.

READINGS: As with most of the particulars of this course, the readings will depend on the path it follows. If the course is chronological, Mr. O'Brien listed the following as possible personalities of study: Saint Paul, Augustine, Aquinas, Luther, Calvin, Hegel and Jung. If the second option were followed, the class would read selections from the works of Darwin, Freud, and Hegel. If the course were to center on Lonergan, *Insight* would probably be the only required book.

ORGANIZATION: If the course is small, Mr. O'Brien will require two or three papers. If large, he will give a midterm and a final.

COMMENTS: William O'Brien, according to a student who took part in one of his seminar courses last semester, is "a teacher who is very quiet, very sensitive and very good." Mr. O'Brien leaves obligations of the student up to the student; he does not impose his own thinking on them but rather adds his own thoughts to help theirs along. He gives the impression that teaching has a lot to do with learning, for student and professor alike.

Theology 221 Contemporary Religious Experience, 1 MW 3 Luke Miranda, C.S.C.

CONTENT: This course will treat religious experience in its contemporary manifestations. It will be offered only during the fall semester. Among areas explored will be: chemical religious experience, religious experience in existential literature (e.g., Sartre, Camus), Zen Buddhism, the religious psychology of Carl Jung and Abraham Maslow, religious experience in contemporary films and modern music, etc. Treatment is primarily of manifestations of religious experience outside the Christian churches. There are no prerequisites for the course. It is open to all sophomores, juniors, and seniors. However, to avoid overcrowding, this may be a check-mark course.

PRESENTATION: The course will be divided as equally as possible between lecture and discussion. Fr. Miranda's lectures are interesting while not being pedantic. He presents his material so that students can easily appreciate the general thrust of a man or a movement, rather than be thoroughly familiar with a whole system of thought or a lot of data. Discussions are free-flowing, and their success depends upon the students' assimilation of or questioning of lecture material.

ORGANIZATION: Two book reports will be required during the first half of the semester on assigned books having to do with material treated in class. The only tests, a mid-term and a final, are one-hour, subjective, essay tests based on material treated in class. These two reports and two tests comprise 70% of the final grade; 30% is comprised by a term project, a minor research paper on a given topic. Average final grade in the course has been B—.

COMMENTS: One student interviewed called this a "painless way" to fulfill the theology requirement, but adds that this unusual treatment of religious experience, differing as it does from the presentation of most other theology courses, is a "good way to round out" one's study of religion. I agree that Fr. Miranda's treatment is illuminating and interesting, and may be of value in understanding the contemporary sense of religion. However, this should not be thought of as a course in Christian theology, and those students desiring a mature understanding of the Christian good news or of the Church in which it abides would do well to take a course dealing with that, perhaps in addition to Fr. Miranda's. The course is good as far as it goes, but it could be improved by a larger portion of the time being spent in lectures, since the lectures are worthwhile, and the lectures themselves could be improved by a more vigorous and rigorous, less repetitive, presentation. Some students may enjoy a "painless" course, but Fr. Miranda could expect more of the serious student than he does.

I recommend this course only to students mature enough to deal on a personal level with the questions raised about the nature of the religious experience. And because this course has the potential of serving as a catalyst in the bringing on of a faith-crisis, students would do well to come prepared by having someone mature in faith to whom to turn.

Theology 229

Philosophy of Religion, 9 MWF

John S. Dunne, C.S.C.

CONTENT: Philosophy of Religion does not lend itself to a brief description even in terms which can convey real meaning. Each lecture seems to introduce entirely new material and encompass what has been given previously. Rather than attempt to describe what Fr. Dunne says in the course it might be more important to know what he does.

Dunne is a systematic theologian who uses life experience rather than dogma as the subject of his analysis. Dunne asks many general and open questions throughout the course such as "Does becoming end in being or nothingness?" or "Does life have any meaning?" The nature of Dunne's theology allows him to answer such questions, but commits him to only one judgment. The premise of Dunne's system maintains that all systems and judgments lose their value as time progresses; except the one Divine judgment, judgments cannot be transformed into dogma. Dunne refers to this as his judgment upon judgment. Such a stance allows Dunne to keep his system open-ended and to introduce the key concept of "insight."

Each semester Dunne alters the structure of the course slightly, but never enough to affect its content. His purpose is to examine reflectively the religious experience of man. He does so by examining the life experience of great men as seen through their autobiographies and comparing them to the experience of modern man.

Strongly influenced by Kierkegaard, Dunne habitually divides everything into three parts. Man, he states, is a composite of the immediate, existential and historical; he advances from each stage through an expansion of consciousness. Dunne's study of autobiographies attempts to show where individual men

advance or cease this expansion of consciousness. He shows how at different stages of life—youth, manhood, aged—each individual must renew his expansion to face problems peculiar to that age. This represents only a brief sketch of Dunne's method. The content comes in terms which have meaning peculiar to Dunne and easily distorted outside his system. Notions like being, becoming, truth and insight become meaningful in the context of the course. He systematically attempts to deal with them as part of the religious and ethical life of men.

PRESENTATION: Philosophy of Religion is uniquely Dunne. His style of lecturing mirrors the uniqueness of the course. Without using notes, Dunne seem to talk to each student. Despite a class size of 100-150, it appears that Dunne looks into your eyes. He rarely calls anyone by name, but a personal style and humility generate a closeness rarely found between student and teacher.

READINGS: Father Dunne asks the student to read four books over the semester which do not bear directly on the content of the course. Readings in the past have included: Kierkegaard, *Fear and Trembling*; Rilke, *Stories of God*; Jung, *Answer to Job*; Camus, *The Rebel*. The readings are used to provide an orientation to the material which Dunne discusses.

ORGANIZATION: There is a midsemester and final exam. Dunne assigns a paper which must deal with an historical figure. Using the type of analytic tools which Dunne exhibits in class, the student is asked to examine either the God or the faith of a particular writer. The paper is a profitable and exciting exercise demanding from the student both his analytic perception and creativity.

COMMENTS: Father Dunne is spending this year at Berkeley as a result of a Danforth fellowship for distinguished teaching. The influence which he has had on this campus is astounding. More than any other man, his ideas have set the tone for religious thought at Notre Dame. His appeal extends well beyond theology majors and others with those ethereal concerns. Students from every discipline in the University take his course. Faculty members sometimes audit it.

Father Dunne's intellectual appeal reaches many levels. Because he is talking about material we are all familiar with—our lives—he manages with simplicity to attract almost every kind of student. The implications of much of what Dunne does, however, are understood only by those acquainted with systematic theology. By the end of the course a student discovers that he can rarely talk about theology without using Dunnian terms.

Because Dunne spent the year at Berkeley, there will be more students than usual trying to enter the course. Generally a 2.8 average is needed for admittance but that should inhibit no one—lie about your average if you must. Father Dunne has taught at Notre Dame for over ten years; throughout those years his course has been and will continue to be the most popular on campus. Students who miss his course miss a good and essential part of Notre Dame.

Theology 235

The Church Today, 8 TT 9; 4 TT 6

Donal Ward

CONTENT: This one-semester course will be offered for the first time ever in the fall and repeated in the second semester. There are no prerequisites. When contacted, Father Ward had not had a chance to work out the details of the course, but he offers the following indication of probable topics to be covered: "A study of unresolved questions concerning the life and the mission of the Church today considered against the background of its Gospel origin; what it means for the Church to be an historical people under the Spirit; authority and obedience in the Church; the tension between hierarchical and charismatic ministry; the Church and the churches; the Primacy of Peter; response to contemporary moral issues; the problem of honesty; the Church in a revolutionary society."

ORGANIZATION: The teaching format will include at least one paper, a final, and most likely a couple of quizzes; readings have not been chosen yet.

COMMENTS: Father Ward has taught Biblical Theology this past year, and student comment has mentioned his inexperience as a lecturer, the rather demanding quality and quantity of work, but also the extensive knowledge and preparation of the subject, and fairly graded essay tests. He should prove equally thorough in the wide-open topic of the new course.

Theology 237 Theology of Death, 8 TT 9 Theodore Hengesbach

CONTENT: Death, according to Ted Hengesbach, is a theological issue which should be encountered concretely rather than theoretically. Rather than studying the various theologies of death already written, the course will attempt to get as close as possible to the phenomenon of death. This may be done by looking briefly at the history of the problem of death, and more especially through a series of lectures given by "experts in death," e.g., a biologist, an undertaker, a poet, etc. Mr. Hengesbach sees this more direct method as a means to lead the student to the beginnings of a formulation of his own theology of death. The only prerequisite for the course is willingness to help create it.

PRESENTATION: This will be the first time this course is offered at Notre Dame. Mr. Hengesbach feels that this coming to grips with death cannot be done alone or in a vacuum but must be done together, with each person sharing his thoughts. Consequently, most classes will be devoted to discussion both of the readings and of the guest lectures.

READINGS: The text will be *On Death and Dying* by Elizabeth Kuebler-Ross. The book is based on her interviews and experiences with terminally ill patients. There may be another text, and students are encouraged to do outside readings on aspects of death that interest them.

ORGANIZATION: Requirements for the course will be reading the text, attendance at all of the guest lectures, some amount of preparation for the lectures and a final oral presentation of the student's initial theology of death. There will be no tests or papers.

COMMENTS: For the past several years Mr. Hengesbach has taught theology at St. Mary's. He is a thoughtful and enthusiastic teacher who is especially concerned that the student think things through for himself and formulate his own theology. This course, both in form and substance, reflects its teacher's belief in the need for a personal theology.

Theology 239 Theology 241 The Sacred and The Secular, 10 MWF Resurrection Theologies, 2 MWF Leonard Biallas, C.S.C.

COMMENTS: Father Biallas is in Rome and the SCHOLASTIC, with a phone bill already too high, is in Indiana. The particulars of his courses are therefore not available, but his background offers an indication of possible directions the course might take. For the past four years he has taught a course in the history of Western religions at the American College in Paris. He is writing his thesis about Berdyaev, but has also done work in eschatology, Resurrection theologies, the Death of God theo-

logians, secularization, ecumenism, the Holy Spirit in the Orthodox tradition, and Blondel.

Theology 277 Theology of Joy, 11 MWF Team taught by Roman Polanski

CONTENT: In this old guitar-strumming favorite, the theology faculty abandons the rigor of dogma and doctrine for the vigor of celebration, the boredom of scholarship for the fresh breeze of a jaunt through spring fields lit by glistening dawns. The primary thesis of the course is that God, and his accompanying pot of gold, are at the end of the rainbow; what distinguishes this locus from those where the graying old wizard has been sought before is that the new God, the God whose smiling face lights the sky and whose trickling urine makes the rivers overflow, is indeed at this, (the near) end of the rainbow: that he is sitting on your doorstep, whistling at your window sill, gurgling in your toilet.

PRESENTATION: The instructor has already booked the internationally handsome Up with People for a November 2 engagement. The *Sound of Music* will be playing in early December, and *1004 Dalmations* will visit the campus for a special Christmas performance. Also expected is a return showing of Jean luc Godard's *Weekend*. But these are only a few of the audiovisual splendors that the good professor has prepared for *Your* listening and watching enjoyment.

READINGS: Malcolm Boyd's *Are You Running with Me, Jesus?*; Jim Beatty's *The Loneliness of the Long Distance Runner*; Ave Maria Press's best-selling favorite, *Sex! Sex! Sex!!*; Thomas Malthus' *Babies! Babies! Babies!*; and David Eisenhower's *Un-speakable Practices, Unnatural Acts*.

ORGANIZATION: The professors has asked that the class just get together and love one another. There will be no papers, no tests, no grades. No credits. Nowhere.

COMMENTS: This is not the first offering of this course, formerly under the title History of the Catholic Church from 1674 to 1723. All the comments have been exceedingly affirmative: one particularly exuberant St. Mary's student remarked that the course "leaped with love and jumped with joy"; an equally ecstatic Notre Dame senior remarked that the "course stunk." In any case, this exciting study in the new theology is certainly one that will help you climb that ethereal ladder, reach into the glee of the ethos, and rejoice that your neighbor Job just took it in the ear.

Theology 303 Church Evolution I, 1 TT 3 William Storey

CONTENT: The first semester of this two-semester course traces the course of Church history from the Church of the Apostles to the time of the Babylonian Captivity at Avignon. Within the framework of the story of the growth from a community of believers into a worldwide church, sub-themes such as the conflict of Church and State, the continual co-existence of orthodox Church-oriented Christianity alongside spiritual and mystical forms of Christianity, and the growing conflict of papal absolutism against the traditional conciliarism as the form of church government are also explored. This course is required of all Notre Dame and St. Mary's theology majors, but is also open to first-year graduate student seminarians and CAP students who apply and are interviewed by Dr. Storey personally. Due to class limitations, this course is not open to any other students.

PRESENTATION: Dr. Storey's lectures are lucid, entertaining, humorous, and at times, irreverent. Facts, information and knowledge pour continuously from his lips for the entire 75 minutes. Dr. Storey's lectures are excellently prepared. The

material is covered as thoroughly as time will allow in a survey course of this type. The once-a-week required book from a primary source of the period under discussion beautifully complements his lectures.

READINGS: Basic texts are *The Early Church* by Chadwick and *The Medieval World* by Heer. In addition, paperback books covering the period under discussion are required each week. All the readings are excellent and provide valuable insights into the mind of the Church at different times of her history. Plan to spend about \$25 for these books.

ORGANIZATION: There are no tests. A three-page paper is due on the book to be read for each week. A topic theme is suggested but the student's originality is encouraged. A two-hour seminar discussion is held each week on these books. The papers are used to initiate discussion. The average grade on the papers and participation in the seminar determine the student's final grade.

COMMENTS: Dr. Storey has often been accused of having a too avid preoccupation with the peculiar perversions of the popes. Papal history, not Church history. But despite this admirable bias, Dr. Storey covers this and other aspects of the Church's development with a vitality, lucidity, and thoroughness that leads one to believe that he must be making it up. Humorous, lucid, thorough, concerned, Christian.

Theology 401

Christ and Culture, 1 MW 3

William Storey

CONTENT: This course will deal with the problem of Church and State, but will not primarily concentrate on it. Dr. Storey will give different examples in history of how Christ has been manifested in culture, state and society.

Dr. Storey is primarily a medieval historian and the thrust of his examples will tend to deal with classical problems as illustrated in the early and medieval Church. However, Dr. Storey is very prone to see analogies in the period he is discussing and other periods in history, especially our own. So don't be surprised if these classical problems come alive for you through one of Dr. Storey's tangents into the contemporary world. This is a 3-credit course open to all Notre Dame and St. Mary's juniors and seniors. Dr. Storey extends a special invitation and welcome to St. Mary's students. A general background in, and working knowledge of Western European history would be very helpful.

PRESENTATION: Be prepared for a flood of information and knowledge. Be prepared for cramps in your writing hand. Be prepared for irreverent tones at times. Be prepared for a historical view, not a theological one. Be prepared, for once, for a damn good theology course. But, most of all, be prepared for a real learning experience.

READINGS: In addition to the basic text, H. Richard Niebuhr's *Christ and Culture*, Dr. Storey plans to have approximately 7 other books from primary sources of the period under discussion. Past history indicates that these books will beautifully complement Dr. Storey's lectures. These books can usually be read during the course of a good night of studying. Plan on spending around \$15 for all the books.

ORGANIZATION: There will be a short paper required on all the books read, running in length from 3 to 5 pages. If the class is small, discussion on the books will play an important part in determining the final grade. If the class is large and thus minimizes discussion, then more emphasis will be placed on the papers in determining the final grade. In all probability, there will be no exams.

COMMENTS: If you have an interest in history, if you are interested in the interrelationship of Church and State, religion and society and religion and culture, Dr. Storey provides a wealth of insight and knowledge.

May 1, 1970

Theology 403

Theological Ethics Seminar, 11 MWF

Charles E. Sheedy, C.S.C.

CONTENT: The content of this course includes an exposure to the basis for all Christian morality as found in the New Testament and a brief study of systematic ethics. However, the main thrust of the course deals with contemporary moral issues. Father Sheedy directs a study of such topics as drugs, alcohol, sexuality, abortion, war and conscientious objection, violence, and revolution. There are no prerequisites as such for the course, although some theology and philosophy is most helpful. The course, because it is conducted as a seminar, is limited in the number of students it can comfortably accommodate, and 20 to 25 is usually the maximum. The course is open to juniors and seniors in all colleges. It is offered in both Fall and Spring semesters.

PRESENTATION: Father Sheedy's role in the course is much more that of a coordinator than that of a lecturer. He directs the students either to pertinent books, articles, or to his personal mimeographed notes in order to form the basis of the seminar discussion. Father Sheedy gives free rein to the discussion of the topic at hand and asserts his prerogative only in order to clarify or elucidate the issue in question.

READINGS: The readings in the course are excellent. Father has compiled a bibliography that includes some of the latest and most thought provoking books dealing with the given topics. He lists several books on each subject and allows the student to choose one of these books to read in order that he can contribute to an intelligent discussion of the problem. A student could perform adequately by reading six or seven books. Ample time is available to complete these readings.

ORGANIZATION: Actually, the organization of the course is loose. There are no papers and no tests. Each student is expected, however, at least once in the course of the semester to present a report upon and lead a class discussion upon a particular book or article dealing with an assigned topic. The final grade is based upon class participation and the just-mentioned presentation.

COMMENTS: If a student feels that he has too often been smothered by the impersonal atmosphere found in many large lecture courses during his college years, then he should enjoy the experience of this course. Father's affability, sense of humor, and interest in his students help to effect a most pleasant learning experience. His knowledge of the material is most impressive. Many of his students might well regret that he does not assert his own personal opinion on the various issues strongly enough. On the other hand, the freedom allowed in the course is a welcome asset in that it grants one an appreciation for the multifarious views which exist for every ethical question.

Theology 407

Theology of Grace, 10 MWF

James T. Burtchaell, C.S.C.

CONTENT: Theology of Grace attempts to discover what it means for man to have a gratuitous God who does not demand gratitude. Father Burtchaell's course considers this point from a number of different standpoints. Through the study of gods, ethics and ritual he shows how the New Testament views the relationship between God and man.

Burtchaell's course is essentially a study in the religious and ethical demands for Christians as seen in the New Testament. Through observations on ancient and modern cults and contemporary ethics he draws the contrasts for the Christian ideas of ethic and ritual. The concept of a constantly gratuitous God requires the believer to mirror this God and orient his ethic and ritual toward such a God.

PRESENTATION: Burtchaell moves across the stage—thinking, talking, laughing and staring out the window. The students look while he thinks, listen while he talks, laugh when he laughs and

wait while he stares out the window. He uses few notes, constructs his ideas from a brief outline and spends much of the time eliciting comments from students, despite the size of the class. The class moves very slowly at these times and picks up only as Burtchaell moves into his own theology.

READINGS: As yet undetermined.

ORGANIZATION: A midterm, final and three papers.

COMMENTS: Students familiar with Burtchaell's homilies at the Dillon mass will recognize some of the material; the course takes many of these ideas and constructs a system. In doing this, one discovers the consistency and depth of Burtchaell's theology. Because he makes no concession in his logic, Burtchaell eludes categorization. Not feeling that the classroom exists to solve faith crises, he makes no attempt to be 'relevant,' i.e., he demands that the student provide scholarly work.

Father Burtchaell also makes every effort to know all the students, despite class size. The interest he takes in them characterizes a man committed to the ethic which he espouses. The course finally, though loosely constructed, presents some very good theology.

Theology 501 Elementary Hebrew, 11 MWF Leonard Paul, C.S.C.

CONTENT: This course, offered in the graduate division of the Theology department, is a basic preparation for the reading and study of Semitic Scriptures. The first semester will consist of an intensive and demanding mastery of the basic elements of Hebrew grammar. The second semester work will be a reading of a selected text from the Scripture and an analysis of the syntactical and morphological difficulties of that text. The second semester course puts to use the skills that have been acquired during the first part of the course. There are no prerequisites for the first semester course. Students are expected to be "quite serious and methodical." This course is of great value for upper division theology majors intending to advance to graduate study in theology.

PRESENTATION AND ORGANIZATION: The class is conducted as a student oriented exercise. There will be a brief presentation by the professor followed by extensive recitation by the students of the material at hand. The grammar to be used will be Wein-green's *A Practical Grammar for Classical Hebrew*, Oxford, the standard English grammar of Hebrew currently available. There will be three to five examinations on which the students will be required "to specifically recall what has been taught." The basis of the final grade, should this be relevant to anyone interested in the course, is the student's performance in the recitation and examinations.

COMMENT: Fr. Paul, a new member of the faculty this year, has high standards for his students. He also has possession of the qualities of true pedagogy. He is able to elicit from his students the enthusiasm and self-discipline necessary for the successful mastery of the elements of Hebrew grammar. His sharp wit is in direct proportion to his abilities as a scholar and a teacher.

Theology Christian Ethics in a Democratic Society, 9 MWF 10 Stanley Hauerwas

CONTENT: "There is no such thing as a pure moral problem," Dr. Hauerwas contends, "for moral problems come wrapped up in the contingencies of our human existence." What this underlines, of course, is the interdisciplinary nature of ethics; specifically, it means Dr. Hauerwas' first course at Notre Dame will cover a lot of ground and demand a lot of thoughtful reading. "In particular," Dr. Hauerwas points out, "we will analyze the claims some Christian ethicists have made concerning the unique relationship between Christianity and democratic society. We will try to determine what distinguishes a democratic society from other forms of social organization and in what sense American society can be called democratic."

This course, which is offered for the first time, will provide the student with an opportunity to develop his own ethical framework with which to confront his own situation in life. The following will be among the problems and situations discussed:

- Political obligation, civil disobedience and violence as a method of social change,
- America as a racist society.
- Poverty.
- Foreign policy and war.

Other questions raised by the course will include the relationship between ethics and the social sciences, the nature of justice, the relationship between the individual and the community, and the nature of the church.

PRESENTATION: Dr. Hauerwas says his presentation depends mostly on class size. He prefers to combine lecture with discussion, but says a large enrollment will mean mostly lecture. It is not expected that Dr. Hauerwas will find himself at a loss for words or listeners.

READINGS: Many. "You might as well warn people," he suggested, "this will be a heavy reading course." He has not made the final decision on the readings, but probable books include: *Love and Justice* and *The Children of Light and The Children of Darkness*, both by Reinhold Niebuhr; *Social Ethics*, by Gibson Winter; *The Poverty of Liberalism*, by Robert Paul Wolff; *The Other America*, by Michael Harrington; *The Principles of Political Thought*, by Benn and Petters; *The New Radicals*, by Jacobs and London, and *The Autobiography of Malcolm X*.

ORGANIZATION: There will be two tests: a midterm and a final. A 15 page paper is also required near the end of the semester, and a statement of intent and a bibliography will be due midway in the semester.

COMMENTS: Dr. Stanley Hauerwas speaks with a Texan drawl, writes with a persistent enthusiasm and does ethics without a system. He prefers an ethical framework and builds his course toward his students developing a framework of their own. He is original and intelligent in his thinking and lucid in his communication. All of which may say something about what kind of teacher he is.



THIS issue marks the second complete year of the St. Mary's student Teacher-Course Evaluation. The purposes and goals of this publication are in agreement with those of its predecessors. The purposes are twofold. First the continued and hopefully more sophisticated assessment of courses aids students in planning their programs. Secondly, the book provides a means for the faculty to state not only the outline for their courses, but also what they expect from their students. The goal of the evaluation is to stimulate constructive criticism and to suggest reshaping of the educational process at St. Mary's.

The method of evaluation has been the same as that of previous issues. Objective questionnaires were distributed to the students. Each course was then summarized on the basis of the questionnaires by a student who had taken the course or who was a major in the department offering the course.

We have tried to review as many of last semester's courses as possible, concentrating on those which will be offered again next fall. Several faculty synopses for new courses have been included. Unfortunately, our publication deadline had to be met before many of the departments had finalized their course offerings for next year. As a result, an extremely small number of synopses have been printed.

This two-year point is a good time to evaluate our efforts and to plan for the future. The quality of the evaluations depends on the care with which students fill out the questionnaires, and not merely the number of returns. Numerically, the response has been good. However, it is next to impossible for a writer to form a valid conclusion about a course when the only reason for a poor rating on a questionnaire is that "this course was too early" or "I don't like math anyway." There are two ways to remedy this situation. The first is to provide a questionnaire that will elicit more perceptive comments. This questionnaire will be ready for the next publication. The second way is to streamline the distribution method. Perhaps questionnaires can be filled out in classes, insuring that a maximum of SMC and ND co-ex students are reached. A reorganization of the editorial staff around student chairmen from each major will effect a closer relationship with the faculty and a more thorough coverage of each department.

During the past two years, the Teacher-Course Evaluation has grown from a limited, experimental publication to one that is regarded as an integral part of the SMC academic life. The enthusiasm and cooperation of students and faculty will insure its continued existence and improvement.

Thanks are due to the SCHOLASTIC for the opportunity to publish with them. Special thanks are due to the student writers whose promptness and patience made this difficult project feasible.

Maureen Meter

The Scholastic

Art

Art 3 Survey of Visual Arts Sister Rose Ellen Morrissey

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

There was divided opinion about this course. The material covered was good, but students felt that too much time was given to slide description, and that reading material and the slides were not well correlated. Little time was given to class discussion. Most students felt a lack of organization throughout the semester.

Students either took exams or wrote papers. The exams were not always clearly worded and questions often did not relate to the material covered in class.

The over-all rating of the course and teacher was fair. Both were recommended as such to other students.

Art 3 Survey of Visual Arts Richard-Raymond Alasko

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Student opinion is that this art survey offers much more than the typical slide-show jamboree. This one-semester course covers art history from prehistoric to modern times. Mr. Alasko uses slides, outside readings, and field trips to supplement his lectures. The lectures are exceptionally dynamic. The student is constantly prodded to open her eyes, to look, to develop an appreciation of art that is not dependent upon received opinion or standard clichés. Mr. Alasko disagrees with the text often and raises controversial ideas in an effort to stimulate discussion. He succeeds to the extent that the class is willing to respond.

The text and outside reading assignments are considered stimulating. There were no papers assigned last semester. Tests included material from lectures and outside readings as well as slide identification. The exams are never of the name-that-

painter variety. Students are asked to evaluate trends, to discuss aesthetic tendencies, and to formulate their own opinions.

There was some confusion about the grading criteria. Attendance is important to the students. Outside readings and class participation are necessary to derive full value from the class.

Both Mr. Alasko and the course are highly recommended to other students. This is not an easy 3 credits in fine arts. Rather it provides a challenge and a basis for probing further into all aspects of artistic communication.

Art 72 and 120 Discovery/Aesthetics Richard-Raymond Alasko

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

This two-semester course is designed primarily for majors, but other students elect it to fulfill their fine arts requirement. The aim of this course is to enable students to develop an appreciation for the artistic experience without depending upon a work's historical background. Some art history, however, is covered. Slides, readings, and field trips are used to expand Mr. Alasko's lectures. His lecture style is free, energetic, sometimes too rambling for students who are looking for a more systematic survey of art. Mr. Alasko enjoys knocking down the stock pre-suppositions about art and the Western standards of artistic evaluation. Class participation is sought, but students felt overpowered at times. Consequently, there was not as much discussion as there could have been.

No papers were required this semester. Several examinations were given throughout the semester. The exams require the student to draw on lectures, readings, and most of all, her own developing sense of aesthetics. The exams were considered fair. However, several students felt that the questions were not always clearly worded. The grading criteria remain a mystery to most students. Attendance, readings, and active interest in the subject are important factors.

In general, this course is felt to be highly stimulating and broadening. Mr. Alasko is considered a competent, challenging teacher.

Biology

Biology 1 Principles of Biology George Bick

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

May 1, 1970

STUDENT EVALUATION:

This course fulfills the college science requirement. Dr. Bick's students felt that the lectures and development of the course were excellent. The course demands much memory work, but Dr. Bick presents his material in a clear manner, taking time to repeat and clarify major points. The high quality of the lec-

tures was an important factor in holding the class's interest.

There was disagreement about the quality of the text. Quite a few students found it confusing and uninteresting. Dr. Bick often gave quizzes on material just covered and on lab work which helped to point out areas that needed special attention. The exams were rated favorably. In spite of the factual nature of the material, the exams demanded reasoning and application of concepts to specific problems. Both quizzes and exams were graded and returned within a reasonable amount of time.

There was some confusion about grading criteria. Class attendance was considered very important, if only because of the quizzes. The final exam was comprehensive.

This course received a high over-all rating, primarily because of the teacher. Dr. Bick is demanding, but his personality makes this survey course an enjoyable one.

Biology 1 Principles of Biology Gayle Crosby

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

This course is required in the college curriculum, and is composed mainly of sophomores. The text used is the same one used by students in other Biology courses and is very good. Dr. Crosby's lectures complemented the readings, instead of merely repeating them. However, too many insignificant facts were brought out in her lectures. Although it was apparent that lectures were well prepared, too often there was confusion in the actual presentation of the material to the students. Often the entire class would become lost trying to follow the explanation presented. Grading criteria used by Dr. Crosby were made clear at the beginning of the course. There are no term papers given, but one comprehensive final, three or four unannounced quizzes; four tests are given during the semester. These tests cover both the material covered in the book and the material covered in the lectures. They are clearly worded, but are much too long for the time allowed, and too difficult in comparison to the level of material covered in class. Dr. Crosby, however, has a great interest in her students; she keeps office hours, and encourages her students to ask for help. One student felt Dr. Crosby was a fantastic person, very concerned about her students and the course and material she teaches, but that her presentation was lacking. Most students were not willing to take another course from this instructor.

Biology 1 Principles of Biology Carole De Mort

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

This course is a non-major's course taken to fulfill the college science requirement.

The course was well received. Dr. De Mort presented the material in a clear, well-paced manner. The material was outlined to delineate the major concepts in biology without a confusing emphasis on detail.

The text and the distribution of the work load were very good. Exams were fair, and required more thought than a mere regurgitation of facts. Dr. De Mort made the criteria for grading clear. The final grade was based on the exams, and most students considered the teacher a very fair grader. Attendance, though not mandatory, was considered important because of the high quality of the lectures.

All students who responded would take another course from Dr. De Mort. She was considered a very good teacher, chiefly because of her ability to make this survey course interesting. The course was recommended to others as an excellent one for non-majors.

Biology 1 Principles of Biology Sister Rosaleen Dunleavy

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Although they termed the text good and the general material interesting, the majority of the students felt that the course was too detailed and time consuming for a core-curriculum requirement.

The class itself, was termed "useless" and "boring"; yet attendance was said to be extremely important. The exams were described as "picky" and consequently oblivious to major points in the midst of the detail. An unannounced quiz was given once a week. Most students considered this a very average course and would not consider taking another from this professor.

Biology 45 General Biology Clarence Dineen

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Dr. Dineen's lectures were rated highly although his presentation was on occasion incoherent and difficult to follow. This, however, was offset by his encouragement of questions and his willingness to go over any material not understood.

Exams proved thorough, covering only material from class lecture. They were not too difficult, yet were a true test of the student's comprehension of the subject. Dr. Dineen has a personal grading scale that he makes clear at the beginning of the course and adheres to strictly.

Through his concern for the students as individuals and willingness to help with any problems, Dr. Dineen's interest in the subject was transferred to the students and a relaxed, but productive class atmosphere was maintained.

Biology 115 Morphology and Taxonomy Leonard Knight

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

This course is required for Medical Technology and Biology majors. Most everyone felt the course was very interesting. It was divided into halves, treating vertebrates, and then invertebrates. Most of the students felt that the lectures indicated preparation and complemented the readings.

There were two books used for this course, and most felt that the first book was much better than the second. Some students deemed the second book a complete waste of money.

Grading criteria were made clear by Dr. Knight at the beginning of the course, and grading was done on strict percentage grades. There were no term papers or unannounced quizzes given, but there were announced tests and a non-comprehensive final. The exam questions covered only the material covered in class discussion and were a suitable length for the time allowed to finish them.

Most students felt that Dr. Knight took an interest in his students, and that the course was very worthwhile. They recommended both teacher and course.

Biology 117
Microbiology
Sister Rosaleen Dunleavy

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Microbiology is a major's course involving lectures and lab work.

Sr. Rosaleen's presentation of the material was rated highly. Organization was excellent, and the lectures drew upon supplementary concepts and examples. The text was clear, concise and interesting. The assignments and work load were heavy

and included a term paper. Ultimately, though, the thorough knowledge of the subject gained makes the work worthwhile. Because of the specialized nature of the course and the amount of material covered, attendance and lab work were extremely important.

The students' major complaint concerned the exams. Great emphasis was placed on "picky" details, although major concepts were included. The nature of the course required exams which called for the memorization of facts rather than real reasoning. Several students complained of the grading system. The exams were objective, but the points taken off on individual questions seemed to be determined subjectively. Aside from these points, both course and teacher received a good overall rating.

Chemistry

Chemistry 1
Introductory Chemistry
Mark Bambenek

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Introductory Chemistry is taken to fulfill the college science requirement, and as with other required courses, the student attitude is usually one of "let's get it over with." However, the final opinion of this course is that it is one of the most worthwhile and interesting courses offered by the department to non-science majors. Much of the credit is due to the teacher. Dr. Bambenek is aware of student attitude and makes his course a challenging one in its theoretical aspects and simultaneously a highly practical one.

The class is conducted in an easy-going manner. The lectures and demonstrations are excellent. Dr. Bambenek's sense of humor and enthusiasm for his work have a lot to do with kindling an interest for chemistry in his students. There are no quizzes or term papers during the first semester. Exams are especially good in that they require the student to apply theoretical concepts to practical problems. Class attendance and participation are not reflected in the final grade, but several students felt that few in the class would want to miss a lecture.

Dr. Bambenek makes himself available for questions and help outside class, and his respect for the students makes him easily approachable. Those responding were unanimous in their willingness to take another course from him. Dr. Bambenek was rated as an excellent instructor. As a result, the students praised the course highly for its value as a learning experience and recommended it to other students.

Chemistry 105
Organic Chemistry
Dorothy Feigl

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Organic chemistry is a required major's course, and one of the most demanding in the amount of material that must be covered and committed to memory. But as one student put it, "Dr. Feigl does a magnificent job in making a difficult course enjoyable and worthwhile."

The material is presented through lectures which were rated as excellently prepared, and interest-provoking for the students. The only criticism was that Dr. Feigl's delivery was too rapid at

times for comprehension and note-taking. There were no specific criticisms of the text or assignments, although students taking this course should expect to spend a great amount of time on independent problem solving and analysis. Outside assignments were returned promptly with helpful corrections and comments. The exams were quite difficult, requiring application of concepts, but all of the students who responded felt that the tests were equal to the degree of difficulty of the class material. Attendance and outside work were rated very important to a student's success in the course.

Dr. Feigl is interested in her students. She wants them to learn, but not for the sake of a grade. Her sense of humor made a sometimes forbidding subject bearable. Dr. Feigl's overall rating was excellent. The majority of students would consider taking another course from her, and recommend this to others as an intellectually rewarding one.

Chemistry 119
Physical Chemistry
Richard Pilger

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

This course is required for Chemistry majors and deals with statistical and quantum mechanics and chemical thermodynamics. The lectures were rated very good in presentation and development of pertinent concepts. Sometimes, though, the concept dealt with was lost in the mathematical aspect of problem-solving. Several students thought that chapter outlines would aid in making the presentation clearer. Dr. Pilger succeeded in maintaining a high degree of interest.

The text and outside assignments contributed to the students' comprehension of the material. All assignments and exams were thoughtfully graded and promptly returned. The exams drew on material covered by Dr. Pilger and on independent student work. The exams were considered difficult and often took more time to complete than that available. However, Dr. Pilger allowed students to complete the exams on their own as "second thoughts" and to return them for half credit.

Grades were based on a curved scale, and this system was explained to the class at the beginning of the course. Completion of assignments and attendance were an important part of the course.

Dr. Pilger was available for outside help. Because of this fact and of his ability to present his material well, students considered him a very good teacher. All those responding would take another course from him and recommend Physical Chemistry as a very good course.

Economics and Business

Economics 109
Principles of Marketing
Margaret Dineen

INSTRUCTOR'S SYNOPSIS:

This course is a study of the inter-acting business activities necessary for the distribution of want-satisfying goods and services to consumers—both individual and industrial—which is approached from the management viewpoint. There will be unit tests throughout the semester, a final exam, and an oral report by each student. Participation in the classroom discussion is very important; therefore, regular attendance is advisable.

Economics and Business
Personnel Management
Sister Jeanette Lester

INSTRUCTOR'S SYNOPSIS:

The objective is to provide a conceptual framework with which to analyze problems involved in managing people. The management and direction of people will be treated as an integral part of the management process. Subjects to be covered will include: organization, human motivation, group relationships, labor relations, participatory leadership, conference leadership, discipline, evaluation, etc. Cases will be used to give practice in applying theory to practical situations. In addition to class discussion, there will be exercises such as preparing an employee rating blank, talking to personnel managers regarding employment practices, and one research paper on a topic of special interest to the student.

Education

Education 57 and 58
Health and Safety Education
Sister Jeanette Lester

INSTRUCTOR'S SYNOPSIS:

These courses are self-study courses. Students may secure syllabi at the beginning of the quarter. These indicate the objectives which the student is expected to achieve and give various references for the topics covered. The student is expected to do independent study on the topics and at such time as she feels she has fulfilled the objectives she may request written test. Those enrolled in Safety Education will also have the opportunity of taking a Red Cross First Aid Course. Some of the objectives that the student should achieve are: ability to state the responsibility of the teacher for the health and safety of her students; outline the major areas of health and safety education emphasis for various grade levels and socio-economic levels; outline a health/safety unit for one of the grades at which she will be teaching; evaluate a school health/safety program for adequacy.

NO STUDENT EVALUATION AVAILABLE

Education 109A
Art for Elementary Education
Lemuel Joyner

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Elementary Education majors who responded to this questionnaire were unanimous in their estimation that this course is excellent. The credit goes to Mr. Joyner. The art projects, which are the basis of the course, serve to suggest ways of incorporating art effectively into the school curriculum. More importantly, Mr.

Joyner's concern for his students and enthusiasm for his work help students to discover their own creativity and to express themselves freely. There are no exams or papers. All work is done in class, and each student is judged by her progress in working out her projects. Mr. Joyner is rated as an excellent teacher. A typical comment is that "this is one of the best courses in Elementary Education." The course and teacher are enthusiastically recommended.

Education 117
Principles of Geography
Michael Hinkemeyer

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Principles of Geography is a required course for Elementary Education majors. This particular class dealt primarily with man's development from earliest time into social, political, and economic groups in the different areas of the world.

The requirements for this course and the dates for their completion were given at the first class meeting. They were evenly spaced and dealt with the material discussed in class. Outside readings were up to the student—they were helpful in order to successfully complete the only written assignment of the course, one term paper, and the final exam, which was a take-home.

Grading was based on the term paper and final. Class attendance and participation had little, if any, effect on the final grade.

Most of the students felt that the teacher was uninterested in the course and did not like teaching it. His attitude toward the material was often sarcastic, although he did try to create some interest by showing films weekly. The course was disjointed. It inadequately dealt with material that would prepare a person to teach geography on the grammar school level.

Education 119
Physical Science
John Clayton

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

This is a required course for Elementary Education majors. It is designed to prepare the student to teach science with emphasis on the student getting an understanding of the basic scientific principles.

No textbook is required in this course. There is, however, a textbook that is optional but assignments are not made from it. All lectures are accompanied by a demonstration or a filmstrip. Mr. Clayton uses the experimental approach when teaching to involve the students and to get them interested.

The course consists of weekly quizzes, which were decided on by the class instead of a few big tests; assignments in the form of worksheets to challenge lecture comprehension; and a project rather than an exam which includes all of the semester's topics. The weekly quizzes were sometimes considered to be too difficult for the amount of material covered in class lectures and assignments. Mr. Clayton, however, is a fair grader. Grading is done on the basis of a curved scale. The criteria for grading were made known to the students at the beginning of the semester.

Almost every student said that she would take another course from Mr. Clayton. He received 'excellent' ratings from almost everyone. The students felt that his approach to science and to education was very valuable for them to experience. He presented science in a very practical and useful way, always introducing ideas for teaching a particular topic and sources to write to for information.

Education 152
Educational Psychology
Father Raymond Runde

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

This course surveys major psychological theories and theorists and their application to education. The class is entirely lectures, with little discussion due to the size of the class. Because of this, student interest seemed low. There was no textbook.

There was no large-scale criticism of either the assignments or the exams. Tests and papers were graded and returned within a reasonable period of time. Neither class participation nor attendance were important in grading. As long as the student is able to get the class notes, he should have no trouble passing the tests.

Father Runde is considered a good teacher, but because it is a requirement and Father has a reputation for being "easy," the students do little to add to the course.

Education 152
Educational Psychology
Robert Quimby

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Students took this course to fulfill requirements for secondary education teaching licenses. The content of the course itself was good. However, Dr. Quimby offered little more in his lectures than a repetition of the text. Class periods were taken up by a verbal outlining of each chapter of the text. Students felt that there was little room for creativity or for the expression of differing views.

The work load was evenly distributed. It included a paper, readings, and a number of exams. The exams provided little challenge. They were merely a repetition of material covered in class. The grading criteria were clearly established. Attendance was an important factor.

The overall opinion of the teacher was poor. The course is worthwhile, but the manner in which it was conducted provided little stimulation.

Education 157
Tests and Measurements
Sister Jeanette Lester

INSTRUCTOR'S SYNOPSIS:

This course is designed to deal with theories, principles and techniques in testing, and other methods of educational evaluation. In addition to text material (books not yet selected), the class will examine various types of standardized tests, preparation of classroom tests for given work units, class discussion, and films of various types of "incidents" which can occur in the classroom. Grading is based on class participation, the test which the student prepares, one oral report, a written evaluation of a standardized test, and an objective final exam. The objective of the course is to give the student experience in selecting what tests should be administered and interpreting their results for discussion with parents, pupils, and other teachers.

STUDENT EVALUATION:

This course is a requirement for Elementary Education majors. The students considered Sister competent, but found the course material dry.

The final exam consisted of one hundred objective, but ambiguous questions. Attendance, completion of projects and class participation were the most important grading criteria.

The overall evaluation of the course and teacher was only fair.

Education 160
Patterns of American Thought and Action
(Foundations of Education)
Michael Hinkemeyer

INSTRUCTOR'S SYNOPSIS:

Patterns of American Thought and Action are examined to provide the student with an understanding of the formation of the American Mind, the formation of the American Nation, the formation of the American School System, and the emergent problems of the 20th Century corporate-technological society. The historical antecedents of American values are studied, as well as the application and transmutation of those values in terms of educational, political, and social reality. Individualism and collectivism are explored in the context of American history; the role of the educational institution is likewise examined.

STUDENT EVALUATION:

Mr. Hinkemeyer's course was enthusiastically received by his students. "Stimulating" and "thought-provoking" were typical comments. Much of the responsibility for the course fell to the individual student. Lectures were well organized and dynamically presented. Controversial issues were raised, allowing much opportunity for class discussion.

The required readings were considered very good. Students had the choice between a term paper and a final take-home exam. There was no pressure to attend class or participate—it was up to the student to put whatever effort she wanted into the course. Judging from the high ratings given to both course and teacher, most students found the course intellectually broadening and enjoyable. It was highly recommended to other students.

English

English 3 Continental Drama Paul Messbarger

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

The assignments and work load for this course were considered to be reasonably good by most students. Two or three unannounced quizzes were given during the semester, as well as a final exam. No term paper was assigned. The grading criteria did not seem to be clear to all the students, but it was generally considered that class participation, outside assignments and attendance were important factors.

Student comments concerning the values of this course varied widely. Evaluations of the course organization and lectures ranged from "very good" to "poor." Most seemed to feel that the course was fairly interesting, but when asked to comment on the extent to which the course helped to broaden their intellectual development, students' comments once again covered a very wide range from very good to poor.

One student commented that Dr. Messbarger tended to discuss very abstract concepts, making it impossible to take notes and often very boring. Another agreed, saying that not much work is required if you can stand the somewhat nebulous discussions. On the other hand, another student felt that the discussions were extremely beneficial, and although the course was difficult gradewise, Dr. Messbarger tried to add variety to the course and encouraged outside research which was very beneficial.

English 51 Survey of English Literature Sr. Franzita Kane

INSTRUCTOR'S SYNOPSIS:

The main stream, and a few meandering currents, of writers in the English tradition from the beginnings to the end of the 18th century.

The aim is not to read everything that has been written, but to enlarge the horizons of one's choices, gain more certain perspective, and to earn the right to measure—and to be measured by—some few major works.

Four short critical papers. Examinations depend on size of class and kind of students, since discussion is assumed.

English 103 The American Novel Paul Messbarger

INSTRUCTOR'S SYNOPSIS:

The course in the American Novel, necessarily sketchy, will work toward a modest acquaintance with standard American writers of the novel and with the internal and external influences on the novel's development. Assorted criticism, particularly works concerned with cultural and formal descriptions of the novel, will supply the theoretical framework for the course. Writers to be given special attention, include Brown, Cooper, Melville, Hawthorne, Twain, James, Howells, Crane, Dreiser, Fitzgerald, Hemingway, and Faulkner.

Student obligations, in addition to reading twelve novels, include four three-five page critical essays and a final examination.

Class format, in general lecture-discussion, will depend on the size of the class. If schedules permit, we will hold one bi-weekly meeting in the evening.

STUDENT EVALUATION:

This course developed the genre of the novel as evidenced in American literature, concentrating on thirteen well-known novels, such as *Moby Dick* and *Scarlet Letter*. There were fifteen students in the class, composed of upperclassmen.

The lectures were well-planned and concentrated on the social and cultural as well as the literary aspects of the novel. The discussion was at times awkward as frequently the students were not sure of the object of the discussion. There were three short papers and a cumulative exam.

The reading load was rather heavy—one novel per week—but since the bulk of the novels were familiar to the class, it rarely posed a serious problem. Most of the novels had been experienced before, but the emphasis in this course centered on their social and cultural relevance in the American literary tradition.

Although the aims of the discussions were muddled at times, Dr. Messbarger established an informal atmosphere and permitted questions at any time during the class, which cleared up any confusing issues. The course on the whole is a beneficial yet always pleasant experience. As Melville would say, "You'll have a whale of a good time."

English 107 Chaucer Richard Detlef

INSTRUCTOR'S SYNOPSIS:

A survey of the poet's career, taking special account of the historical "background" as the best way of opening up the enduring relevance of his art. Primarily a lecture course, with some opportunity for individual research.

Texts: Emile Mâle, *The Gothic Image*; Saint Augustine, *On Christian Doctrine*, tr. D. W. Robertson, Jr.; G. Boccaccio, *On Poetry*, tr. C. G. Osgood; J. Seznec, *The Survival of the Pagan Gods*; G. Chaucer, *Complete Works*, ed. F. N. Robinson.

Two hour exams and a final.

English 109 The Sixteenth Century Richard Detlef

INSTRUCTOR'S SYNOPSIS:

The purpose of this course is to explore the enduring artistic worth of some English Renaissance literature. Special attention will be paid to historical controls to elucidate artistic and philosophic meanings likely to escape a merely intuitive approach. Specific topics include neo-Platonism, humanism, Patriarchism, allegory, Mannerism and Calvinism.

Texts to be discussed: Malory, *Morte D' Arthur* (selections), Erasmus, *Enchiridion*, Wyatt's lyrics, Sidney, *Apology for Poetry* and *Astrophil and Stella*; Marlowe, *Hero and Leander* and *Dr. Faustus*; Shakespeare, *Venus and Adonis*, *The Rape of Lucrece* and *Midsummer Night's Dream*; Spenser, eclogues from *Shepherd's Calendar*, *Faerie Queene* Books I-III, *Four Hymns*,

Epithalamion, *Prothalamion* and *Cantoes of Mutability*; Nashe, *Piers Penilesse* and *The Unfortunate Traveller*; Drayton, *Nimphidia* and Milton, *Comus*. Ancillary texts include J. Neale, *Queen Elizabeth*; John Shearman, *Mannerism*; P. O. Kristellar, ed. *The Renaissance Philosophy of Man*; Jean Seznec, *The Survival of the Pagan Gods*; F. Petrarch, *Sonnets*, ed. T. Bergin.

There will be strong emphasis on individual study. One short, one long paper, a mid-term and a final.

STUDENT EVALUATION:

First semester of this year, Renaissance Literature was actually a course on Spenser, emphasizing *The Faerie Queene*. Dr. Detlef has a rich background in the Middle Ages and the Renaissance, and he spent a good deal of the class time filling in background, illuminating the complex allusions in the text. The lectures also attempt to mold the students into an attitude viewing the literature in reference to its period, rather than in the context of the 20th century.

However, most students did not expect this type of course nor the concentration on Spenser. They did not realize that most of the responsibility for covering the material fell to them. Consequently, the students responding to this questionnaire complained that too much material was rushed at the end of the semester.

Dr. Detlef conducts an easy-going class. He rarely delivers a podium-style lecture. Instead, he discourses in a free way on the topic under consideration, drawing on personal observations, critical opinion, and students' comments—when he can elicit any.

The main requirement of the course was a 20-30-page paper on some aspect of Renaissance literature. Conferences were held several times during the last half of the semester to discuss each student's progress. The only exam was the final, a comprehensive essay test. A number of book reviews constituted the mid-term.

The polled opinion of this course and teacher was mixed. It is definitely not a course for students looking for a thorough, systematic, in-class discussion of the literature. Those willing to forego the traditional classroom style should find plenty of latitude for individual exploration of the material and for contact with a highly competent, fascinating teacher.

Please note the course description above. Renaissance Literature will have a different format next semester.

English 119 Modern Poetry Sister Franzita Kane

INSTRUCTOR'S SYNOPSIS:

The course will focus on selected modern poets from Pound and Eliot to the present. 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."

Students explore the means by which poetry as an act of speech makes complex use of the resources of language and sound, in ways distinguished from logical discourse and scientific discourse. It is the student's challenge to evaluate the truth of Frye's statements in the light of the art and poetic craft of modern poets, their masks, their distinctive voices.

Because participation in reading and discussion is assumed, papers are few, brief, and exploratory or critical.

STUDENT EVALUATION:

Poetry Seminar is not an in-depth study of individual poets, nor is it a study of particular periods in literature. Rather, students learn how to read poetry from Herrick to Ginsberg. The purpose of the course is not to provide one set method of approaching poetry. Each person starts out with different experiences and backgrounds and proceeds to develop his own method. The course is mainly discussion with a minimum of outside reading, including two poems per class. There are approximately three short papers throughout the semester with a final exam.

Naturally in a class of this type, the success of the class depends not upon the teacher but upon the quality, interest, and responsibility which the students assume in preparation. Because

of this, the quality of the class varied from day to day. Most students who took the course found it to be a worthwhile experience since the approach to poetry is very often lacking in survey courses or specific period courses. There are no prerequisites and the course is open to all majors and classes.

English Writing 120 Verse Writing Harold Isbell

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

The major emphasis of the course was on the students' own poetry writing and the improvement of that writing. There are no prerequisites, and there were three students in the Fall '69 session. Each student received considerable individual attention.

The class consisted of discussions of the student's poetry with some supplementary lectures. Mr. Isbell worked for a critical dialogue among the members of the class concerning their work, and he added lecture material to expand particular points.

An anthology of poetry by contemporary artists was used as a text. Some specific readings were assigned to study particular aspects of style and technique. The students were expected to do reading on their own to become aware of the trends that poetry is taking.

There were no examinations or papers, aside from the regular poetry writing. Mr. Isbell suggested translating poetry from a language which the student had studied to begin the creative process. The students then produced approximately one poem of their own a week, although no specific deadlines were set. Grading was based on the improvement shown in the poetry.

The course provided an opportunity to practice verse writing and revision under the guidance of an experienced teacher. The students were allowed to work within their own style. Mr. Isbell encouraged visits to his office outside of class to discuss individual problems and progress. His flexibility allowed for a maximum of student creativity.

English 157 Romantic Movement Norman Michaud

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

This course is required in the English major. Mr. Michaud emphasizes not only English Romanticism but German and, to an extent, French as well. The course is partially lecture and partially discussion, and Mr. Michaud's lectures are very thorough and interesting.

There are four short papers, a mid-term, and a final exam, as well as a large amount of reading. The tests, although dealing with material covered in class, required more time than was allotted. The depth with which Mr. Michaud dealt with the subject matter made it too ambitious to complete the syllabus. However, the teacher's enthusiasm and his philosophical approach to the Romantic movement made the class a worthwhile experience.

English 184 Literary Theory and Criticism Sister Franzita Kane

INSTRUCTOR'S SYNOPSIS:

Students explore basic problems concerning the nature of literature and the practice of criticism, as seen in selected works from Plato and Aristotle to the present, and with reference to appropriate works of literature.

The aim of the course is to enable the student to develop his own disciplined mode of theorizing about universal literary problems. It deals with such problems as the relation of art and nature; art as making, as expression, as communication, the nature of the aesthetic experience; the poet; the creative process; the poem.

The course assumes seminar participation and, normally, three or four short critical or analytic papers.

STUDENT EVALUATION:

The course attempts to confront questions such as the nature of poetry, the distinction between nature and art, definition of

criticism, and mode of existence of a work of art. Although it is open to all classes, the subject matter of the course presupposes a familiarity with a wide variety of literature. Therefore, it would be best suited to seniors because it provides a means of pulling together a study of literature. There are three short papers throughout the semester and a final exam. Sr. Franzita demands thorough preparation for each class. While there is not a great deal of outside reading required, some of the reading is very difficult and therefore requires a greater time to understand. The course is stimulating and essential to any student of literature—English, French, or otherwise.

History

History 1 Western Civilization Anthony Black

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

This is a survey course for non-majors which covers Western history to the present.

The lectures and required outside readings complement each other and are both felt to be worthwhile. The lectures remain, for the most part, within the framework of the assignments. Examinations, including a midterm and a comprehensive final, are announced beforehand, and include both objective and essay-type questions. One term paper, assigned early in the semester, is required. The final grade is based, for the most part, on the exams and the paper.

Although this course was beneficial, it was felt that it suffered from the tremendous amount of material covered in a short period of time.

Dr. Black was rated highly on the organization and preparation of his lectures. Considering the content and the amount of material presented, Dr. Black's lectures were very good, and his humor was felt to be a definite asset to the class. Most students said they would take another course from him.

History 1 Western Civilization Thomas Conway

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

A course in Western Civilization is a requirement in the St. Mary's College curriculum; those submitting evaluations were primarily freshmen fulfilling this requirement.

The word most often used to characterize exams was "trivia" and it was brought out that the emphasis on detail violated the nature of a survey course—the broader trends characteristic of a period. It was also felt that the grading was difficult and rested primarily on the final exam, although other tests and a term paper are a part of the course.

Student comments on the course presentation and significance were again varied. Some felt "bored" or that they were

"wasting time" listening to personal ramblings and one student complained that the course had "no life!" At the same time, other students felt that the personal touch was what had made history come alive for them and that the sincere interest of the instructor in his students was encouraging. It was agreed that the assignments were lengthy and that class was helpful in explaining them. Again, diversity came to the fore in any overall evaluation of the course: student opinion reflected every possibility from "easy" to "too difficult for a required survey course."

History 1 Western Civilization Charles Poinatte

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

There is a large amount of material to cover in this course, generally starting with an emphasis on the Graeco-Roman period and proceeding to early seventeenth-century European history.

Dr. Poinatte is one of St. Mary's most scholarly and well-qualified teachers. His lectures cover not mere facts but historical significance of figures and events. The readings he assigns complement the lectures with selections from a basic text and pertinent but often lengthy outside readings. Class participation is limited, but Dr. Poinatte almost always asks questions concerning the outside readings in class and is always ready to answer student questions inside or outside of the classroom.

Four tests and a comprehensive final are given. These tests include map questions, identifications, and a choice of essay questions. The final grade is largely determined by these tests and their importance is explained by Dr. Poinatte at the beginning of the semester. Generally the final is counted as forty percent of the final grade. There is no paper. Class attendance is important—a grade can be lowered after three or more unexcused cuts.

Most students who took this course felt that Dr. Poinatte was an interesting teacher and highly recommended his course to other students. They did consider the course harder than they expected for a required course; most felt that the work load was too extensive.

History 1 Western Civilization Father James Zatko

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Fr. Zatko apparently feels that the key to Western Civilization lies in the role of the Roman Catholic Church; this, then, is the major emphasis of his course. There are no prerequisites. The course is taken by most students because it is a requirement in the college curriculum.

The course is predominantly lecture; most students agree these are well prepared. Fr. Zatko is very intelligent and knows his subject well. His lectures are interesting and usually spiced with witty remarks. There is little discussion; when it does occur, it is greatly influenced by the biased attitudes of Fr. Zatko. The lectures usually supplement the readings in the text and often repeat the outside readings. The tests usually cover the readings more than the lectures.

The text, *The History of Western Civilization* by Hayes, Baldwin and Cole, is a well-written one. It is interesting and reads well. The outside readings are usually primary sources and are frequently boring. The assignments are spaced evenly between the tests.

There are no assignments other than the readings. There are about five tests per semester. These are objective with true-false and multiple choice questions, based on the readings. Many of the questions are very confusing and tricky. Grades are based on a scale determined from the exam grades.

One student complimented the instructor for his "eternal cheerfulness." Many students complained that he does not keep definite office hours. Exams are formulated by his student assistant, who is not aware of the material covered. Most students felt they would take another of his classes, because they are interesting and easy.

History 101 U.S. History to 1865 Charles Poinatte

INSTRUCTOR'S SYNOPSIS:

The purpose of this course is to give the student a clear and penetrating understanding of U.S. history to the Civil War. Since this course is designed for 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 interpretations made by 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 historians. 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 classroom discussions. In addition to the final examination there will be at least two tests. The emphasis in the course is on reading, but a paper may be assigned, depending on the progress of the course and the suitability of a particular topic for 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. The amount of class participation is taken into consideration.

STUDENT EVALUATION:

American History is a two-semester course; the first semester covers the material before 1865 and the second semester the material from 1865 to the present. This course follows the events in chronological order, placing primary emphasis on the American scene, but does consider major European determining factors. There are no prerequisites for this course except a basic knowledge of European history and American history. The class is mainly composed of junior or senior majors but is open to anyone interested.

Class is conducted on a lecture basis but questions are encouraged and Dr. Poinatte will interrupt the lecture to answer them thoroughly. The student is responsible for all the lectures on the tests. The lectures are very interesting, understandable, and related to the readings that have been assigned. Dr. Poinatte is extremely well organized and, on the whole, is a tremendous lecturer. He is in full command of his subject matter.

The readings that are assigned are in conjunction with the textbook and the lectures. They are varied and interesting to read, though at times they seem a little too long. The student is held responsible for this information both in class discussion and on the tests. There are usually about four tests, a quarterly, and a final which is comprehensive. The tests are essays and identification. They cover the lectures, the readings, and the textbook, and are not too difficult if the student has done all the work and understands the material. Tests are promptly returned and discussed in class. There are neither papers nor projects in the first semester but one paper is required in the second semester. Grades are based on tests, paper, class participation and attendance.

Most of the students that have taken this course would definitely take it over again; they felt it offered a concise knowledge of American history that will stay with them for some time. Trends and general movements were stressed over minute, isolated facts. The teacher was highly praised and recommended by his students. The course requires work if anything lasting is to be gained. The course is an asset to the individual and the history department.

History 109 Afro-American History Rita Cassidy

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

This course is a history course in the culture of Black Americans. Most students, however, are from various majors and are taking the course as a college elective. It was rated as excellent in broadening one's intellect and was highly recommended. The paperback textbooks and outside readings were considered very good. There were no papers except a few short book reports. The scheduled exams given were a suitable length, covered the basic concepts, emphasized outside readings and required the use of reasoning. Most students felt the outside assignments and attendance were important, while class participation was of little importance. Grading was determined on a strict percentage scale. A comprehensive final was given.

As a teacher, most students found Miss Cassidy to be very good. That is, she had sufficiently organized lectures which were well prepared, complemented the assignments and held the interest of the class. Miss Cassidy also shows an interest in her students and all of those who answered the questionnaire agreed they would like to take another course from her.

History 114 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 his understanding of the Middle Ages. Hopefully he will come to appreciate the significance of the medieval world both as a civilization with its own values and as the formative period for many of the basic concepts and institutions of Western Civilization. In order to achieve these objectives the student will study such significant movements and institutions 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. These will consist mostly of essay questions, although the student will also be asked to identify a list of individuals and/or events.

History 121 Europe in the 19th Century Anthony Black

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Dr. Black is well prepared for his lectures and develops the material logically. He was fairly good on not repeating the assigned readings and did hold the interest of the class.

The text was rated as very good, and assignments were evenly spread through the semester. Exams were announced in advance to allow sufficient time for preparation. These covered the basic concepts and outside readings of the course and were not too long for the time allowed. The final examination was comprehensive. The work load also included one term paper.

Students felt that Dr. Black was a very good teacher, and most would recommend this course to other students.

History 159 American Culture I Charles Poinatte

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

American Cultural History I was a two-credit course that during the first semester dealt with the development of American culture from the early settlement of the country to the Civil War. There were no prerequisites for the course, but it was recommended that the student had previously had the American History survey course. The class was composed primarily of junior and senior History majors. There were students from other majors also enrolled in the course.

Dr. Poinatte's lectures were always well-prepared and usually very interesting. He often lectured for the entire class period and seldom encouraged discussion. However, he was always receptive to questions. Several students did not care for this method of presentation. They complained that Dr. Poinatte covered too much material too quickly in his lectures.

There were no specific texts for the course. Readings were drawn from a number of books that could be obtained in the reserve book room of the library. They dealt with descriptive and background information for the lecture topics. The readings were usually fairly heavy; they were definitely of value for understanding the lectures, although they were not always directly referred to. The majority of the class enjoyed the readings, but thought that they were sometimes too long for complete comprehension.

Dr. Poinatte assigned one research paper during the semester. It was designed to relate some American literary work to the cultural pattern of the time. There were also two exams, a

mid-term and a final: all included short and long essays and identifications. Exams were based on the lectures and reading material, and were generally thought to have been quite fair. The paper and the exams were the primary considerations for the final grade, but attention was also given to class participation and attendance.

On the whole, the students reacted very favorably to the course. One commented, "It makes the student realize where his 'frame of reference' comes from. Why do we think like we do?" Many felt it was a demanding course and that Dr. Poinatte attempted to crowd too much material into a two-hour course. The students considered Dr. Poinatte to be an excellent teacher, one who was well-acquainted with the subject matter and who could convey it to his class in an interesting manner.

History 198 U.S. Urban History Charles Poinatte

INSTRUCTOR'S SYNOPSIS:

BASIC TEXT

A History of Urban America by Charles N. Glaab and A. Theodore Brown. Macmillan.

PREREQUISITES

The student should have a basic knowledge of US history. Normally this could have been attained either through a college survey course of US history or some experience in teaching US history, and reading in the field.

COURSE DESCRIPTION:

The study of the significance of the city in American history from colonial times to the present, with special emphasis on the method of historical research in local history.

TECHNIQUES:

Approximately 24 of the 30 class periods will consist of lectures based on the reading assignments for that day. Class participation based upon the knowledge gained from the reading and from the individual's research (where applicable) is expected. Five classes will be given to either individual reports and discussion of them or to group discussion of a particular theme of their research depending upon the size of the class.

READING LIST:

Selections will be read from these works and/or other works as they become available in paperbacks.

Blake, McKelvey, *The Urbanization of America*; Bridenbough, Carl, *Cities in the Wilderness* and *Cities in Revolt*; Glaab, Charles N. (ed.), *The American City, A Documentary History*; Green, Constance McLaughlin, *American Cities in the Growth of the Nation*; Schlesinger, Arthur M., *The Rise of the City, 1878-98*; Wade, Richard, *The Urban Frontier and Slavery in the Cities*; White, Morton and Lucia, *The Intellectual versus the City*.

In addition to the regular assignments in the text and other works, each student is expected to prepare a paper based on research in some aspect of the history of their city or local area. This paper will become the basis of either an oral report by the individual or the basis of material for the student to engage in a discussion of a particular aspect of American urban history as it relates to their communities. This paper and the class discussion which follow from it will form the basis of 30% of the student's grade.

NUMBER AND KINDS OF EXAMINATIONS:

Two examinations—primarily essay type based on lectures and reading; however, some factual material will be asked.

NO STUDENT EVALUATION AVAILABLE

Humanistic Studies

Humanistic Studies 121 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 works of synthesis based on critical scholarship whenever possible: these include Dawson, *The Making of Europe*; Cantor, *The Medieval World*; and Southern, *Making of the Middle Ages*.

Emphasis is placed on the discussion technique; 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:

An intelligent comprehension of the Middle Ages is not the sole aim of this course; as Dr. Schlesinger remarks in his first lecture, he wishes to develop a "self-perpetuating habit of thinking" by means of a "problems" approach to European culture.

There are no prerequisites for the course, although a familiarity with European history is advantageous.

Dr. Schlesinger does not follow a formal-lecture style; he considers his classes workshops for analytic and synthetic discussions of the problems presented in the readings. Obviously, this approach stresses the student's contributions to the discussion, which demands keeping abreast of the assignments. These are drawn from five texts. The books are well-written and afford a range of historical approaches: chronological exposition, cultural examination, primary-source materials, and critical commentaries. Strictly speaking, there are no outside readings; however, a correlative course required in this major studies some of the principal writings of or about the Middle Ages. Assignments are generally short. In addition to these text assignments, a six-to-eight-page book report is required before Christmas. Two exams are given, a midterm and a non-comprehensive final; neither involves Herculean feats of memory. The exams provide sufficient time to answer the essay questions and identifications, which are based solely upon the material discussed in class (i.e., the assigned readings). The final grade includes the midterm, the book report, the final, but is based chiefly on class participation.

Most students considered Dr. Schlesinger a very good teacher, but they point out that "he is not for everyone." Excessive "repetition of the aims of and the justification for the course" and difficulty in understanding Dr. Schlesinger's phrasing of his questions hurt student interest. One student wrote that "without everyone seriously contributing, this course is very frustrating and not as worthwhile as it could and should be." However, all those students submitting evaluations said that they would consider taking another course from Dr. Schlesinger and that they would recommend this course as very good.

Humanistic Studies 123 Colloquium I Sister Mary Elizabeth Griffin

INSTRUCTOR'S SYNOPSIS:

This is the first of four 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) 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 discussion 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 course is usually taken by Humanistic Studies majors in the first semester of the junior year.

STUDENT EVALUATION:

The course includes one or two sessions on the Art and Music of the Middle Ages, but its primary emphasis is on literary works and how they reveal the period. Sister Mary Elizabeth Griffin is an extremely well-educated and well-rounded woman. She was rated very good to excellent on all points: organization, preparation and presentation. She keeps the discussion going well, stimulates interest and shows great interest in her students. There are no papers and only a final exam. Criteria for grading were made clear and is done on both curve and percentage basis. Class attendance and participation are both extremely important. The course is highly recommended to other students, but it is suggested that to get the full value of the course that it be taken simultaneously with Culture of the Middle Ages, even if taken as a non-major elective.

Humanistic Studies 161 Age of the 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 discussion of Baroque culture, the modern state, Constitutionalism, the New Science, the Enlightenment, and the French Revolution. The aim of this course is to provide a historical and interpretative framework which will enable the student to place related courses in an integrated context.

The course uses works of synthesis based on critical scholarship whenever possible: these include Friedrich, *Age of the Baroque*; Nussbaum, *Triumph of Science and Reason*; Hazard, *European Thought in the 18th Century*; and Brinton, *Decade of Revolution*.

Mathematics

Mathematics 1

Basic Math

Sister Miriam Patrick Cooney

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Students taking this course did so to fulfill the college requirement. Sr. Miriam Patrick is a "competent, dedicated teacher." Her lectures reflected her knowledge of the subject, but some students found the lectures too fast-paced. However, Sister was interested in the students: extra help sessions were often held.

Exams were generally fair and thoroughly covered material taken in and out of class. A third of the students felt that some tests were too difficult compared to the level of class material. The assignments consisted of homework problems. Both tests and assignments were returned as an indication of the student's performance. Students said that the grading criteria were explained, but they couldn't agree if the final grade was determined by a strict percentage or curved scale. Attendance and completion of assignments were important elements of the course.

Sister was considered a very good teacher. The course was considered a worthwhile experience and was recommended to others as very good.

Mathematics 1

Basic Math

Milko Jeglic

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Students may take this course to fulfill the college math requirement. Those who responded to the questionnaire were enthusiastic in their praise of Dr. Jeglic. He is a demanding teacher, but very fair. His lectures and development of the material were considered excellent. The students responded to his enthusiasm for his subject, and interest in the course was high.

Assignments consisted of homework problems which were corrected and returned to students to indicate their progress in the course. Exams were considered fair but tricky in that they required much reasoning rather than mechanical problem solving. No unannounced quizzes were given, and the final exam was comprehensive. The grading criteria were established at the beginning of the course. The grades were determined on a strict percentage scale. Class attendance and completion of assignments were considered an important part of the final grade.

Dr. Jeglic's course was highly recommended to others. Students considered it a rewarding experience, but only for those who are willing to work hard.

Mathematics 1

Basic Math

Patrick Lamont

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Student evaluations of this particular course and professor

were colored by a general dislike for the basic math requirement. Interest in the class was very low.

Mr. Lamont's lectures tended to repeat the text. Little was done to expand the given examples. However, he showed a great deal of concern for his students and encouraged them to seek outside help.

There were no specific criticisms of the text or assignments. This was not a pressured class. The work load was well distributed. The teacher was very conscientious in correcting, grading, and returning exams and assignments to the students to indicate their class standing. The exams were fair in the degree of difficulty and scheduling. However, half the students felt that the tests were too long to be completed in the time allotted. Grading criteria were made clear to the students. Attendance was important.

Mr. Lamont was considered by the students to be a good teacher. The limited interest in the class is more a reflection of the students' attitude than a criticism of the teacher.

Mathematics 1

Basic Math

Donald Miller

STUDENT EVALUATION:

Students who responded to the questionnaire were divided in their evaluation of this course and teacher. Mr. Miller is very interested in his students and adjusted the pace of the course to non-majors. However, half of the students felt that the teacher had difficulty in explaining the material clearly. An often repeated comment was that routine problem-solving during class caused many students to lose interest in the course.

The text was considered only "fair" in clarity and interest. The work load was evenly distributed. Mr. Miller's care in grading and returning work was excellent. Exams were quite fair; they were challenging and demanded more than routine memorization work. Grading criteria were well-established, based on a 4.0 scale, and the system was considered fair. Assignments, attendance, and participation were deemed important factors.

Mr. Miller's over-all rating was fair to good. The course was recommended to others.

Mathematics 1

Basic Math

Peter Smith

STUDENT EVALUATION:

Peter Smith's interest in his students did much to make this course an enjoyable one for most students. His lectures, organization, and development of major points were very good. Students were encouraged to seek outside help, and problem sessions were held before each test to aid the students. His respect for his students was evident throughout the course.

Assignments, which included a short paper, were evenly spaced. The work load was never heavy, and all work was promptly corrected and returned to the students. There were no unannounced quizzes. Exams were very fair in their level of difficulty, length, and scheduling. The grades were based on a curved scale which was made clear to the students. Attendance and completion of assigned work were taken into account.

The course received a fair to good rating. Dr. Smith was considered a very good teacher. The majority of students who evaluated this course would take another course from him.

Mathematics 15
Calculus for Science Students
Stephen McNally

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

This is a required course for students in Biology, Chemistry, and Medical Technology. The class was divided in its opinion of the course and teacher. The chief criticism was that there was little rapport between Mr. McNally and his students. Lectures and organization were rated only fair, and the interest in the class was poor. Several students felt that the amount and depth of material covered were not sufficient. There was little encouragement for outside help.

The type of assignments and work load were very reasonable. Take-home and in-class tests were given. Half of the students responding to this questionnaire felt that the exams were not clearly worded, were too long, and were too superficially tricky to be a fair test on the material. Grades were determined on a standard deviation scale. Attendance figured heavily in the final grade.

The over-all rating of this course and teacher was "fair." Those who rated the course higher felt that Mr. McNally was at a disadvantage because of the nature of the course, the attitude of the class toward math, and the time of the class.

Mathematics 31
Calculus I
Sister Miriam Patrick Cooney

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Student reaction to this course was expressed in extremities—on both poles. The lectures were very good; concepts were clearly defined and explained step by step. However, the majority of students who answered this questionnaire felt that they moved through the material too rapidly without enough explanation.

The length of assignments and distribution of the work load throughout the semester were good. The exams covered work taken in and out of class. They were announced with time for adequate preparation, were clearly worded, and required more than mere memorization. However, half the students felt that the tests were too long for the time allotted. The grading criteria were clearly established. Exams, homework, and class participation were components of the final grade.

Sister Miriam Patrick was considered a highly competent teacher. The course itself was rated highly and recommended as such to other students.

Mathematics 31
Calculus I
Milko Jeglic

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Dr. Jeglic's enthusiasm for his subject and keen interest in his students made this class an enjoyable and profitable one. The presentation and development of the material were very good. Students were urged to participate and to seek extra help when they needed it.

The work load was evenly distributed, and thorough preparation for each class was required. There were no pop quizzes or take-home exams. The exams required a broad knowledge of concepts without emphasizing only memorization. They were suited to the level of class material and to the allotted time. All exams and assigned work were corrected and returned to the students. Attendance and class participation were important factors in the final grade.

May 1, 1970

Dr. Jeglic was considered an excellent teacher. He was demanding but very fair. The course was recommended to students who are willing to accept the difficulty of the hard work.

Mathematics 103
Calculus III
Stephen McNally

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

This course is taken by students majoring in math and the sciences. Mr. McNally was rated "fair." Students felt that too much time was wasted going over homework and test problems that the teacher oftentimes was unable to solve. As a result, the class often dragged. The development of concepts throughout the course was good in general, but there was little rapport between teacher and students.

The text used and type of assignments were very good. The work load was fairly well distributed throughout the semester. There were no regular quizzes and all exams were announced in advance. The exams covered all work taken in and out of class and were equal to the difficulty of the material. Half of the students who responded felt that the tests were too long to be completed in the given time. Assignments and exams were graded and returned in a reasonable amount of time. The grades were determined by a curved scale. Attendance and class participation were considered important factors.

The course itself was considered good. However, the teacher received a low recommendation.

Mathematics 141
Analysis I
Peter Smith

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Analysis I is a course for math majors. Dr. Smith was considered extremely competent, well organized, and responsive to his students. Lectures were lucid and interesting. Weekly problem sessions were conducted to clear up any difficulties the students found.

The text was fairly clear and interesting. Assignments were evenly spaced and returned for discussion with the students. Exams always presented a challenge, demanding more than knowledge of basic concepts. Because the tests required a great degree of reasoning and application, they were at times too long to be completed in the time allowed.

Grading criteria were clearly established. Attendance and completion of assignments were counted heavily. The final grade was adjusted to a curve.

Both this course and teacher were highly recommended to other students. All of the students who responded would take another course from Dr. Smith.

Mathematics 153
Abstract Algebra
Patrick Lamont

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Dr. Lamont's course was excellent. His lectures were clear and concise. This factor kept the class interest and involvement at a high level. The text, too, facilitated a ready understanding of the material. Assignments were more than merely busy work. Mr. Lamont was quite conscientious in returning papers and discussing the work with the students.

There were no unannounced quizzes. Take-home exams were given, and all exams were announced in time for adequate preparation. Exams were challenging and involved a fair degree of reasoning. At times they were too long for the time allotted.

However, they were not considered too difficult in comparison with the level of work taken in class. Grades were determined on a curved scale, but this was not made clear at the beginning of the course. Attendance and completion of outside assignments

were quite important.

All students who answered the questionnaire would take another course from Mr. Lamont. The course was deemed excellent and highly stimulating.

Modern and Classical Languages

French 1 Introductory French Suzanne Corbett

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

The presentation of the material in this course was clear, concise and well paced for the level of the class. Several students felt that more spontaneous conversations would have helped foster discussion, which plays a significant part in the course.

The text was clear and interesting. The work load was evenly distributed. No papers were required, but all assigned work and tests were corrected, returned and discussed with the students. The exams were fair; the final was comprehensive.

Every aspect of Mrs. Corbett's class was rated highly. All students who responded to the questionnaire would take another course from Mrs. Corbett. She is recommended as an excellent teacher, who is sincerely interested in her students.

French 21 Intermediate French Suzanne Corbett

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

The course covers short readings in French, an extensive study of grammar, and a study of French culture. There are three classroom periods and one lab.

The students felt that the assignments were fairly creative and provocative, and that the work load was not too heavy. Exams cover work done inside and outside of class. Only announced exams are given.

Mrs. Corbett is a very conscientious teacher. The students found that she could make French literature, painting and architecture come alive. Participation is important in this class, and it is a very good preparation for the Angers Program.

French 21 Intermediate French Sylvia Dworski

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Opinions of this course were polarized. Miss Dworski is a demanding teacher. Nearly half the students felt they were under inordinate pressure, lessening the gain from the material. Other students acknowledged the stiffness of the course, but felt that their work and effort were rewarded by the progress they made in French. As one student put it, "too often it is forgotten that a demanding teacher is a more interesting and an altogether better one." Without question, though, Miss Dworski is a competent, interesting and interested teacher.

The textbook was rated quite highly. Assignments were heavy, but Miss Dworski spent a good deal of time correcting and discussing them with the students. Quizzes and exams were given regularly. Sixty per cent of the students felt the exams were too long and difficult for the material covered in class. Grading is stiff but fair. Attendance, class participation, test grades, and individual student progress are taken into account.

There is no easy generalization about this course and teacher. Both are recommended to students willing to put a lot of time into the work. In return, they will benefit from contact with a dynamic, knowledgeable teacher.

French 21 Intermediate French Michel Marcy

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

The purpose of an intermediate language course is to increase reading and writing proficiency. Hopefully, however, such a course also introduces the student to French civilization and culture using both an historical and literary approach. To this end, Mr. Marcy chose prose works, primarily short stories, for reading assignments.

The students in this course are non-French majors, underclassmen fulfilling their language requirement. Several felt that Mr. Marcy overlooked this factor. Although his lectures were evidently well prepared, the students commented that the context exceeded their abilities. The class was taught entirely in French, but because of the instructor's heavy accent, comprehension was at a minimum. Class discussion depended upon the material covered in the language lab, so regular lab attendance was essential.

Mr. Marcy gave announced oral quizzes regularly. The professor is known for his careful correction of papers and tests. Everyone criticized his grading scale, however, finding it extremely harsh.

Although he was very demanding, the students rated Mr. Marcy highly as a teacher. The general consensus stressed, though, that he should be teaching advanced literature courses, rather than a grammar course.

French 21 Intermediate French Sister Herman Joseph O'Malley

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Students agreed that this course was well organized and presented. Assignments and readings complemented the text. A number of students commented that more discussions in French would have stimulated interest in the class.

Quizzes were given almost daily. All assignments and tests were corrected and returned to the students as an indication of their progress. Exams were thorough, drawing on material taken

in class and on outside work. Half of the students felt that exams were too long and too difficult for the level of the class material.

The grading criteria were made clear, and the students felt that grading was too strict. It was virtually impossible to get anything higher than a C+. Constant C's on daily work tended to discourage students.

German 1 Introductory German Frida Grosser

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

The response to this course was not favorable. The textbook was rated only fair in clarity and interest. Assignments were interesting, and all work was corrected and discussed with the students. There were no announced quizzes. Exams were quite fair with regard to their degree of difficulty in comparison with the level of the class. They were a challenge without becoming mere feats of memory. The final exam was comprehensive. Grades took exam scores, attendance, and class participation into account.

The teacher was genuinely concerned for her students, but lectures were rated only fair in organization. Classes were interesting, but Mrs. Grosser did not drill enough to cover all points of grammar thoroughly. There was little class participation or discussion, but this, perhaps, was due to the nature of the course.

In general, the course was considered fair in the extent that it was intellectually broadening.

German 152 Lyric Poetry Frida Grosser

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

This course for German majors was considered excellent. Mrs. Grosser's background is extensive, and students found the lectures and class discussions quite stimulating. The text was very good. Outside assignments and readings demanded independent thinking and creative interpretation. There were no term papers or unannounced quizzes. The final exam was comprehensive. Grades were determined by the exam and by the student's participation in the course.

Mrs. Grosser was considered an excellent teacher. Students gained much from this course and enthusiastically recommended it to others.

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.

This first semester we emphasized the spoken language. The method used in class is dialogue.

Once a week, movies or slides are shown to help the student see and hear the Spanish people on their lands with their art, language, and music.

Every other week we have oral quizzes. Several times during the semester students give talks for 2 or 3 minutes on different topics.

Grades are based on class participation, quizzes and the final exam. But every student will discuss her final grade with the teacher.

STUDENT EVALUATION:

Students thought very highly of this course and teacher. As one student commented, "Miss Barallat's cheery and enthusiastic manner brightened up even the dullest grammar excerpts." Her care and concern for each student were praised especially. The simple, clear style of her lectures created an atmosphere that encouraged participation and real interest in the course. Students felt they gained a real insight into the Spanish language and people.

The text and type of assignments were considered very good. The work load was evenly distributed, and student assignments were returned promptly. No pop quizzes or take-home exams were given. Exams were considered quite fair and the final was comprehensive. The grading system wasn't clear to half the students. Grades took exams, attendance, participation, and individual progress into consideration.

Miss Barallat was rated excellent, a "fantastic" teacher. Her course was recommended as excellent to others.

Spanish 21 Intermediate Spanish Isis Quinteros

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

This course is a three-hour modern language course which fulfills the curriculum requirement. The only prerequisite is some high school training in Spanish.

Most of the students felt the professor's lectures were well presented and well organized. However, many of the students were bored either because the material was repetitious or they could not understand the lectures due to their own difficulty with the language. They did feel that sufficient interest in the class was shown by the teacher.

Examinations were thought to cover the major ideas of the text and lecture material. Many of the students felt there was too much memorization involved in the exams and that the class lectures were merely repetition of the assignments.

The overall enjoyment students derived from this course was a controversial point. Some were enthusiastic about the quality of teaching and the interest shown to them as individual students by Miss Quinteros. Others felt it was only another unnecessary, overly difficult requirement. However, most felt that intermediate Spanish broadened their experience and would recommend taking this class, especially if it could be done on a pass-fail basis.

Spanish 21 Intermediate Spanish Amalia de la Torre

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

The course studies Spanish and Latin American history, culture, and literature. The first semester concentrates on Latin American history and culture; second semester mostly on historical periods in Spain and the literature or documents characteristic of the time. Also included in the second semester is a novel.

To qualify for the Intermediate Spanish course, one must have completed two or more years of high school Spanish or one year of college Spanish. The class consists mostly of Freshmen, although there are upperclassmen enrolled.

Señora de la Torre's lectures, entirely in Spanish, reflect the material assigned for the day. Reference is made to past material and additional material supplied by Señora de la Torre.

The readings and discussion questions receive major emphasis on the tests. First semester readings are relatively short, rather dry, not too difficult to comprehend, and mostly factual. Second semester readings are longer, easier to understand, factual but more interesting, due to the emphasis on literature. The literature book complements the readings first semester, and is used more often and given more emphasis the second semester. It is extremely difficult and requires a long time to prepare the assignments. The novel also requires a long time to prepare, but the content isn't worth the trouble. It is rather irrelevant to an Intermediate Spanish course. Aids, such as tapes and questions are available to help the students understand the material.

A syllabus is passed out at the beginning of each semester designating the daily assignments. First semester, one is often assigned two short readings at a time. Second semester, one of the three books is usually assigned for each day of the week. One day a week is spent in the language lab, listening to tapes or viewing slides. Assignments are short but packed with facts, and take about the same amount of time to prepare as the longer readings.

First semester, each student gives a three to five minute report on a subject of his choice. Second semester, one is required to prepare the material for and conduct a class. Both assignments are graded.

Exams cover the material assigned, including what is discussed in class and new material as specified. Tests are usually scheduled once every two weeks. Students are notified in advance if there is to be a change. Tests mostly involve memorization of facts, but as the year progresses more creative thinking is required. The tests are written, essay, oral, and oral in lab. Final exams are comprehensive. Tests are returned within a reasonable amount of time, gone over, and questions are welcome. Tests grades are marked on a curved scale. Final grades are based on class participation, tests and attendance.

Señora de la Torre makes one feel at ease in her class. She is an approachable, understanding, and deeply interested teacher. She is willing to help her students in any way possible. Material is well organized and well presented. Even though assignments are long, Señora de la Torre's excellence as a teacher makes the course interesting and well worth experiencing.

Spanish 111 Modern Spanish Readings Amalia de la Torre

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Students enthusiastically praised this course. Mrs. de la Torre is a fascinating teacher, extremely interested in her course, students, and culture. Interest and participation in the class were high. The teacher encouraged discussion, and was open to all viewpoints.

The readings and assignments were absorbing and challenging. Small papers were assigned. There were no quizzes or take-home exams. All work was returned and discussed with the students. Due to the nature of the course, attendance and participation were extremely important.

Mrs. de la Torre was considered excellent. The course was felt to be a stimulating intellectual experience and was recommended as such to others.

Spanish 111 Survey of Neo-Classicism, Romanticism, Realism 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 are emphasized.

The class is conducted through dialogue and discussion. We try 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 are requested as well as talks about books read. Exams are take-home in order to give the student time to reflect, since reason and personal reflection are emphasized.

Grades are based on class participation, book reports, talks, and the final exam, but the grade will be determined through discussion with each student.

I expect the student to become more open to other cultures, language, and different ways of thinking. Language, written as well as oral, should naturally improve since Spanish is the only language used.

Spanish 152 Theater and Prose of "Siglo de Oro" Josephine Barallat

INSTRUCTOR'S SYNOPSIS:

This course is based on the "Comedia" as well as other plays from the Spanish Golden Age, and also on the picaresque novel and some mystical prose. We will read several plays and some novels.

Through dialogue and talks given by the teacher and the students, we will experience in class the fascinating "Siglo de Oro" and make it relevant in today's world.

Book reports, talks, and take-home exams will be the basis for grades, which will be discussed individually with the students.

Spanish 157 The Middle Ages Amalia de la Torre

INSTRUCTOR'S SYNOPSIS:

Purpose: The purpose of this course is to provide a better understanding of the Spanish literature through the studies of its remarkable medieval works.

What the course is: Reading in detail an anthological selection of the most important works of Spanish Middle Ages' literature, so they can be extensively discussed in class. Through these comments, these works would be related not only to the later Spanish literature, but also to the situations and problems of today's life.

Classes will be based on lectures as well as class discussion. There will be two examinations, one near the middle of the course and a final exam.

In addition, each student will be asked to present one topic in class, and to write a paper on one of the topics studied.

Music

Music 3 Survey of Music Literature Monte Floyd

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

The majority of students found this course very undemanding, and indicated that consequently they gleaned little from it. Lectures were termed interesting but concerned with little that was pertinent to an introductory music course. No text was used, and attendance was not mandatory. Hence, there was little interest in the course. Interestingly though, students complained, and felt cheated, by this casual approach. They would have preferred a more systematized survey. There was a definite feeling that the teacher was not particularly interested in teaching non-majors.

Take-home exams were given, some requiring research. The exams were quite fair. Grading criteria were not made clear, but grades were generally a reflection of test grades.

Mr. Floyd was recognized as extremely competent in his field. Perhaps a different approach to the idea of a survey course would have stimulated more interest.

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 intelligently, 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 are required.

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:

This course is a very broad study of the history and literature of music. Because there is so much material that could be covered in the available time, Mr. Miller's main concern is to convey an interest and enthusiasm for music, while highlighting the basic trends in music history.

The professor's lectures were rated highly. The students were very impressed with his "vivacious personality and passionate interest in music." A few students did feel that the lectures repeated the information in the text and wished they could have spent more time listening to music.

Assignments consisted of readings from the text *The Enjoyment of Music* by Joseph Machlis, and more important, listening to music. The students are encouraged to attend the concerts and recitals given on campus.

Four tests are given a semester, and while the material covered in the tests was not judged to be overly difficult a few students felt Mr. Miller's grading scale was too strict.

On the whole, comments were quite enthusiastic—"Mr. Miller . . . is quite excited about music and this course. I very

seldom wanted to skip the class because it was so very enjoyable." "Mr. Miller's vivacity and enthusiasm help to make this one of the best courses I've ever taken."

Music 3 Survey of Music Literature Ronald Morebello

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

This course was composed of freshmen, sophomores, and juniors fulfilling the fine arts requirement. The class was a large one; so discussion was limited. But Mr. Morebello encouraged questions and comments from the students. The lectures were clear and explained the material well, but most students felt that the teacher relied upon the text too heavily. A good part of each class was spent listening to music. It was suggested that more outside lecture material and music not on the required listening lists be used in class.

The text was evaluated favorably. There were no papers or pop quizzes, but several exams were given throughout the semester. Students commented that the questions were too detailed and often overlooked larger aspects of the material under consideration. Attendance was taken each period and a strict cut system was enforced. Grading was based solely upon attendance and test grades. Yet the course was considered valuable and recommended as good to other students.

Music 111 and 112 Music in the Classical Era Music in the Romantic Era Franklin Miller

INSTRUCTOR'S SYNOPSIS:

Basically, these are literature courses, in which an intensive study of selected musical examples, chosen to illustrate typical genres or outstanding monuments of the literature, are examined. The emphasis is upon stylistic analysis, and acquainting the student with works from the respective historical eras. The method of presentation involves the use of complete scores of all the works, plus recordings. The instructor lectures about the musical styles represented, and the class will be called upon to perform from time to time. Occasionally articles from scholarly journals on some particular aspect of the music will be assigned as outside reports. Other considerations taken up are performance, practice and notational problems. Complete translations of all vocal pieces are made. Prerequisites: Music 3, 51 or consent of teacher.

Music 157-158 Music History Franklin Miller

INSTRUCTOR'S SYNOPSIS:

The history of Western music extending from pre-Christian times, 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.

Philosophy

Philosophy 10A Introductory Philosophy Joseph Di Giovanna

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Philosophy 10A is required in the college curriculum for all freshmen. Students found the textbooks, assignments and work load good to excellent. No term papers were given. Exams covered the basic concepts of the course, but students were equally divided on whether or not the questions pertained to only the material covered in class. Clearly worded questions requiring reasoning ability rather than just memorization composed exams that were of suitable length for the allotted time. Exams were not too difficult for the level of material and were graded and returned so that students could evaluate their progress. No take-homes or unannounced quizzes were given, and exams were always announced early enough. The final was not comprehensive.

Only two-thirds of the students felt that the instructor made his criteria for grading clear at the beginning, and equally as many felt it was done on a curved scale as on a strict percentage system. Class participation was considered important or extremely so by almost all, as was attendance. Fifty percent of the students felt outside assignments were important.

In reviewing the students' evaluation sheets it was evident that they either were terribly enthusiastic or they didn't like it at all. Eighty percent felt that pertinent material was developed gradually in well-prepared lectures that complemented outside readings and held interest. In general, class discussions were rated very good. Most felt that Mr. DiGiovanna was available to help and interested, and that they would take another course from him. Seventy-five percent felt he was a very good or excellent teacher. The course was rated as very good-excellent for broadening intellectual development by seventy-five percent of the students, and recommended it to others that way.

The success of the course, given in the "relaxed atmosphere"

of the coffeehouse, seemed to revolve around Mr. DiGiovanna who "encouraged his students to question and think for themselves."

Philosophy 10B Introductory Philosophy Robert Hutcheson

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

This course is taken in sequence with Philosophy 10A. The sections were composed mainly of sophomores, taking the course to fulfill the philosophy requirement for graduation. Dr. Hutcheson's lectures were generally praised as well-organized and "beautifully delivered," excellent complements to the assigned readings which constituted the bulk of the course work. Dr. Hutcheson's tests were thought to adequately cover the basics of the course, with emphasis on the readings as they were discussed in class. Thus, class attendance and participation were felt to be important to success on tests as well as in determining final marks.

A very definite criticism of the course concerned the quality of the readings. While a few students found them stimulating, the majority complained that they were excessively difficult and boring.

Although the quality of the material was generally criticized, there were few complaints about quantity. Students felt Dr. Hutcheson distributed work evenly throughout the semester. Tests were announced well in advance, given every 6-8 weeks. The tests were essay type, thought to be demanding but fair and interesting, requiring more than rote memorization.

Although the course material was condemned as worthless, the classes responded with warmth and enthusiasm to Dr. Hutcheson himself. A fairly general sentiment was "to scrap the course so that Dr. Hutcheson could teach something worth his effort."

Physics

Physics 51
Introductory Physics
Zygmunt Karpinski

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

This basic course is taken either to fulfill the college science requirement or as a major's requirement in other departments.

The students felt that the material was organized and presented fairly well. However, many cited the language barrier as a real hindrance to understanding on the teacher's and class's part. Dr. Karpinski made an effort to relate the theoretical aspects of the course to practical problems, but he was erratic in explaining many concepts. It was felt that the teacher presumed a knowledge of physics which most of the class lacked.

The text and outside assignments did little to encourage independent thinking, but this was perhaps due to the class's attitude toward a required course. The exams were fair in their length and thoroughness. The only criticism was that some material was included that had not been covered in class. The students felt that the criteria for grading were not explained adequately. Class participation and attendance seemed to have little bearing on the final grade.

The course received a low over-all rating. Although Dr. Karpinski's interest and desire to make the class worthwhile were commended, the general opinion was that this course did little to stimulate student interest.

Physics 103
General Physics
Ronald Faust

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Physics 103 is the first semester of a survey of classical and modern physics. It is a requirement for majors in several science departments.

The students were unenthusiastic about the presentation of the material. It was felt that the lectures were dry and lacked cohesion. The theoretical nature of the presentation was too abstract and was not backed by concrete demonstrations as often as it might have been. However, the favorable response to the text, assignments, and work load indicated that most students felt the course was interesting. No term papers were assigned; nor were unannounced quizzes given. The exams included the material covered in and out of class and demanded more than a parroting of the teacher's lectures. However, the tests were often too lengthy to be completed in the allotted time. Mr. Faust failed to clarify the grading criteria and to return corrected tests and lab experiments. The students felt that attendance and class participation were important for the student's comprehension of the material as well as for her final grade.

This was Mr. Faust's first year of teaching. Several students noted that the class improved markedly during the semester; an indication that the semester was a learning experience for the teacher, too. He was tremendously interested in his students, and as their interest increased, his ability as a teacher grew.

Psychology

Psychology 56
General Psychology
Arthur Hochberg

INSTRUCTOR'S SYNOPSIS:

The emphasis of this course is on psychology as a human science. The behavior of both men and animals is investigated in light of empirical and intuitive data available. There will be short periodic exams at the end of each section of study. The final grade is derived from exam grades plus performance in a small group class project related to one of the topics studied. The material covered centers around the text and there will be outside readings from a book of selected readings.

STUDENT EVALUATION:

This teacher and course were rated quite highly. Dr. Hochberg covered important terms and concepts from the text in his lectures, and then went further to bring up controversial points,

personal insights, and practical examples. Films and discussions supplemented the lectures. The atmosphere in the class was informal and conducive to student participation. The tone was light and unpressured.

The text was considered very good. Assignments were interesting and evenly spaced throughout the semester. Papers, based on outside readings, were optional. The tests were usually objective and covered work done in and out of class. They required a fair degree of reasoning and were on a par with the material covered in class. Dr. Hochberg returned corrected exams to the students promptly (he had an efficient corrector).

The only complaint about the course concerned the grading system. The majority of the students felt that the final grades were lower than test grades had indicated. Class participation seemed to have been weighted too heavily considering the size of the classes.

One student commented that a course with Dr. Hochberg should not be overlooked. The other students concurred. The course was recommended as excellent to other students.

Political Science

Political Science 52 American Democracy Richard Bohan

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

This course is a major requirement and may be used to fulfill the college requirement for social studies. The large majority of students in the class are freshmen and sophomores.

Dr. Bohan's lecture style was rated from very good to excellent by most of the students. The point that most people gave only a fair rating on was the development of the important material because it was very rapid. The lectures were rated as excellent in regard to the presentation of material to complement the outside readings. Class discussion was not relevant to the course. The textbook used was rated as good and the material assigned was spread evenly throughout the semester.

There was no term paper or outside project required for the course. The examinations elicited a mixed reaction. Most of the students felt that they had a reasonable amount of time to finish the test, that they were given suitable notice of the exams and they required reasoning rather than memorization. Some of the students, however, felt that the tests were too difficult for the course because of their non-major background.

The grade criteria were made known at the beginning of the semester but Dr. Bohan did not follow them. There was a great deal of discrepancy as to what was important and what did not apply. The students apparently did not know whether attendance, class participation and the outside assignments were rated as important or not. The final grade was determined by both a percentage scale and a curved scale.

Overall, Dr. Bohan was rated as a fair teacher but almost all of the students said that they would take another course from

him. They felt he is a brilliant man and has an excellent background in the subject. The course served to broaden the intellectual development of the students and was highly recommended as a background course for government majors. All of the students stressed the point that the course was difficult. And to get a good grade was extremely hard, but it was a worthwhile, educational experience.

Political Science 52 American Democracy Louis Tondreau

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Most students taking this course did so to fulfill the social science requirement. Opinion was divided about the teacher's presentation of material. While all acknowledged that Mr. Tondreau is quite competent in his field, half of the students found his lectures unorganized and lacking development of pertinent concepts. Class participation was poor, but part of this was due to the fact that the assigned readings often were not studied until before exams. Most students felt that there was little rapport between teacher and class.

The text and assigned readings were considered good. Exams covered important points and were scheduled fairly, but the majority of the students felt that they were too long and were not on a par with the level of class work.

Class participation should have been an important part of the class. There was disagreement about how grades were determined, but attendance and completion of assignments were considered necessary.

This course was recommended as fair to other students.

Sociology

Sociology 53 Introduction to Sociology Jay Coakley

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

There was a high degree of diversity in regard to the majority of students taking Mr. Coakley's Introduction to Sociology. The majority of students, however, were either sociology, elementary education or philosophy majors. Most took the course because it was required in the college curriculum. The lectures were given very high ratings in regard to organization and quality. A high number of "very good" and "excellent" ratings were given in regard to the teacher's qualities in general. It seems

that students were well satisfied with the readings themselves and with the work load. Quizzes are never given. There are usually three exams given and the final exam is not comprehensive. Exams are announced close to two weeks before they are given and are always in-class exams. They include essay, multiple choice, and sometimes true/false questions.

There are no term papers given but two outside books are to be read. All students felt the exams covered the basic concepts of the course but many felt the exams were too long for the amount of time allowed. Many also felt the exams involved mere memorization rather than some degree of reasoning. The class was almost entirely lecture and little discussion took place. Every person felt he would take another course from Mr. Coakley and all except one considered him at least a "good" teacher; most felt he was very good or excellent. In general, enthusiasm for the class was quite high.

Sociology 53
Introduction to Sociology
Eve Simson

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Introduction to Sociology has no prerequisites and fulfills a college and major requirement. Most students take the course as underclassmen for this reason. The majority of students were satisfied with the course as a whole. No one had a complaint about it. The course is lecture-style, well organized, well carried through and appealing. Class discussions are not usually held, but the class session is interesting to the students who attend. In addition to the class texts, there are outside readings that are important complements to both texts and lectures. There is no assigned term paper, but a very short paper is an alternative to the final exam. Reading assignments are known in advance and considered good readings, bordering on easy. There are scheduled exams that include both lectures and outside readings. The final grade is based on a percentage average.

Sociology 53 as taught by Dr. Simson is rated highly by the large majority of students who have taken it. All would definitely consider taking another of her courses. She can easily be seen outside of class hours.

The course is worth both the three hours a week, and the effort put into it.

Sociology 109
Social Psychology
Jay Coakley

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Social psychology is a field which is closely related to both sociology and psychology. It is the study of the psychological aspects of behavior as these are modified in social interaction. The majority of students in this class were sociology majors who took the course as an elective in their major. Mr. Coakley's preparation of lectures was quite evident to the class as they were very well organized and the main themes were sufficiently developed. The lectures served to complement the outside readings and were not merely repetitive. Class participation was not considered to be of too great importance by the students, though they found class discussion to be most interesting.

The material covered in both class discussions and outside readings was covered in the exams given. The outside readings were considered rather important.

Students felt the assignment load was not too burdensome, well spread out and worthwhile. A term paper was required. Exams cover the basic concepts of the course and involve reasoning rather than memorization. Exam questions are clear, fair, and of suitable length. All exams are announced with enough time allowed for sufficient preparation by the students. A final exam is given but is not comprehensive. One student brought out an interesting feature of the course with regard to the exams. She felt they served to reduce anxiety. Five essay questions were given to the students a week in advance. On the test day, two of the five were chosen for the test. The grading criteria are explained early in the semester. Class attendance is of little importance and the grading is basically done on a percentage basis.

With regard to the course as a whole, the students considered it to be most enlightening and would recommend it as an excellent course to take. Students found Mr. Coakley to be a very interesting individual who gets along well with his students. They considered him to be an adept instructor and all would take another course from him.

Sociology 119
Sociological Theory I
Anthony Ostric

INSTRUCTOR'S SYNOPSIS:

BASIC TEXTS

N. S. Timasheff, *Sociological Theory—Its Nature and Its Growth*; Coser and Rosenberg, *Sociological Theory: A Book of Readings* (1969).

COURSE DESCRIPTION

The study of the pertinent sociological thought and theory from Comte to Sorokin. The purpose of this course is to present to students, interested in sociology and in particular in sociological theory, the origins and development of theoretical sociology and especially of sociological theory, its nature and its growth from Auguste Comte to contemporary sociological theory.

TECHNIQUES—ASSIGNMENTS

All students—especially those who intend not only to major in sociology, but to become sociologists—are expected to take this course seriously, in taking an active part in all kinds of activities going on in class: listening carefully to what is said during the lectures and discussions, as well as taking part in discussion. Besides, all students are expected to read their assignments consisting of different selections of the works of sociological theorists. It is expected that some students would select *voluntarily* one of particular subjects proposed (consisting of the original works of different sociological theorists) to study, prepare their papers and present them in class, once adequately prepared and declared worthy as well as useful for the students. Before they are presented in class, these papers will be examined by student-analyst-discussants who will examine them critically after reading the same original sociological theoretical work as the paper-writers. Once they are declared "worthy" and "useful," the student-analysts will play the role of main discussants.

EXAMINATIONS:

There will be two formal examinations in form of essay test.

Sociology 135
Systematic Sociology
Anthony Ostric

INSTRUCTOR'S SYNOPSIS:

BASIC TEXTS:

Robert Bierstedt, *The Social Order* (1970); Coser and Rosenberg (Editors), *Sociological Theory: A Book of Readings* (1969).

COURSE DESCRIPTION:

The scientific study of systematic sociology. It consists of learning how the main sociological units (learned under SOC 53) are related and integrated. Attention is focused on the *consolidated* sociological knowledge about culture and socialization (enculturation), society and social organization, differentiation, mobility-change, control-deviation, and socio-cultural integration.

TECHNIQUES—ASSIGNMENTS:

All this is done with the students' participation in periodical collateral readings and discussion, as well as lectures. The sociological texts that will be treated are those written by social scientists recognized as contributors of the building of the consolidated sociological knowledge. Students will select a subject, examine it, prepare a paper and present it in class. Two students (main discussants) will examine it critically and present their critiques in class. In addition, the entire class will take an active part in studying and discussing the subjects treated. These different participations will be evaluated.

EXAMINATIONS:

There will be two formal examinations in the form of an essay test.

STUDENT EVALUATION:

Student opinion of this course was quite divided. Some students felt the material merely repeated that from other courses. Others felt that the blame for the lack of interest fell to the students.

The lectures, on the whole, were well-organized and clearly integrated with the basic concepts of sociology. Two texts were used; the second was found to be more concise and stimulating. The final exam was comprehensive and was felt to be too lengthy and inclusive. Class participation was not a must, but attendance was extremely important. Dr. Ostric was considered a very fair grader.

Sociology 164
Cultural Anthropology
Anthony Ostric

INSTRUCTOR'S SYNOPSIS:

BASIC TEXT:

Exploring the Ways of Mankind by Walter Goldschmidt;
Holt, Rinehart and Winston.

Two monographies: *Patterns of Culture* by Ruth Benedict.
Case Studies in Cultural Anthropology by G. & L. Spindler
(Gen. Eds.)

COURSE DESCRIPTION:

Systematic study of cultural anthropology aiming primarily at the understanding of the human culture with social organization. Theoretical views on the origin and growth of culture will also be considered.

TECHNIQUES:

This is done through lectures as well as through the independent work of students: reading and discussing different case studies about different, mostly "primitive," peoples and their cultures in class.

ASSIGNMENTS:

Each student will participate as a "principal discussant" twice, after reading two case studies selected by himself.

EXAMINATIONS:

There will be two essay tests.

Theology

Religious Studies 104
Biblical Theology: The Gospel of John
Herold Weiss

INSTRUCTOR'S SYNOPSIS:

This course will be an exercise in contemplation. The object is to see how history becomes theology, how deeds become words, how life becomes faith, how the future becomes the present, how the flesh becomes the spirit, and how water becomes wine.

Religious Studies 104
The Biblical View of Man in Society
Herold Weiss

INSTRUCTOR'S SYNOPSIS:

The course deals with the fundamentals of biblical anthropology and ethics. Starting with the Old Testament view of man, the collective consciousness and the limitations of its ethic, our study will move to the New Testament paradoxical stance toward the world and society. The tensions created by the Sermon on the Mount will be looked at in order to elucidate the tensions created by our own waste-making society.

Religious Studies 133
Christian Morality
Helen Withey

INSTRUCTOR'S SYNOPSIS:

This course will be open-ended discussions of some of the pressing problems of moral theology, such as conscience, authority of God and freedom of man, sin, avoidance of war, natural law, artificial contraception, divorce, etc. The approach will be life-centered and contemporary.

Religious Studies 134
Faith in Revolution
Sister Elena Malits

INSTRUCTOR'S SYNOPSIS:

The meaning of religious faith as articulated in various strands of the Christian tradition. Focus on contemporary theologies of belief with reference to the crises of modern culture and in light of recent psychological and sociological critiques. Readings selected from key representatives of different theological perspectives on the nature of faith, with special emphasis on the relationship of reason and faith in man's search for God.

Religious Studies 152
Other World Religions
William J. Wernz

INSTRUCTOR'S SYNOPSIS:

A survey of several major non-Christian religions, in classical and/or contemporary forms. The readings will be disparate, including Mircea Eliade, D. T. Suzuki on Zen, the Bhagavad-Gita, several important Upanishads, and the Tao Te Ching. Each of the books will be discussed in class. The lectures will provide a more general and systematic treatment of the religions considered. Some use of novels and slides or movies will be made.

Religious Studies 155
Religion and Culture
William J. Wernz

INSTRUCTOR'S SYNOPSIS:

An exploration of several patterns of relation between cultures

and "religions," the latter broadly understood. The focus of the course will be Western and recent. There will be some use of the novel and the film. Readings will be drawn from several of the following authors: Tillich, H. Richard Niebuhr, Tawney or M. Weber, Peter Berger, Cox, Roszak, Joyce, C. Eric Lincoln, Novak, Maritain.

Religious Studies 159
Theology, Marriage, and the Family
Helen Withey

INSTRUCTOR'S SYNOPSIS:

This course will study various family systems in other countries and in other times. Special emphasis will be placed on the challenges, problems, and concerns of the American family in our contemporary culture. Some of these areas will be marriage, love, family planning, and religious education.

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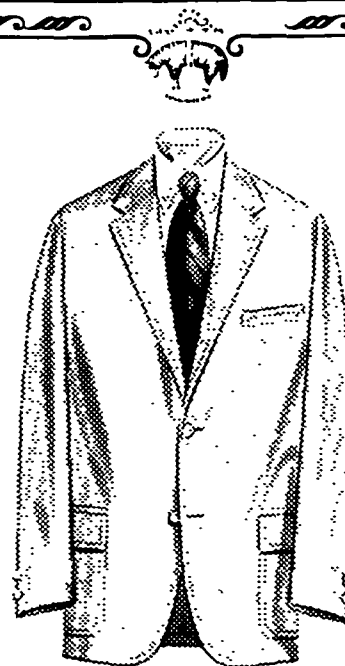
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The material—lightweight Dacron polyester and flax is one of our most popular for warm weather sport wear. The styling—new broader lapels and patch pockets—adds much to the smart good-looks of this 3-button jacket. It comes in solid yellow, light blue or natural...and will serve particularly well with our lightweight patterned trousers. **\$58.50**

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one bowl of CSM (corn-soya-milk) in the lap of a dying Nigerian
cures more than the disease-famine edema.

but, the bowl has to be there
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the bowl will give hope.
and that's not bureaucracy. that's love.
and, you know, the funny thing is,
in the end, you feel
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that's a beautiful experience.
are you experienced?

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If you think you're getting a great shave with a razor blade, feel your face.

A razor blade can give you a good, close shave on the easy parts of your face.

Like your cheeks. Because your cheeks are almost flat, like a razor blade.

But what about the hard-to-shave parts of your face?

Feel your neck

Feel how your beard grows down on part of your neck? And up on another part? (Some beards even grow sideways.)

To give you a close, comfortable shave on your neck, we designed the Norelco Tripleheader with 18 self-sharpening rotary blades that shave in every direction.

Feel your chin

The Norelco Tripleheader has 3 Microgroove™ shaving heads that float to follow the curves of your chin.

The heads go in where your chin goes in, and out where your chin goes out. To give you a really close shave, without irritating your skin. (In independent tests, the Tripleheader shaved as close or closer than a stainless steel blade in 2 out of 3 shaves.)

Feel your upper lip

The hard thing about shaving your upper lip with a razor blade is shaving close enough.

Again, the unique Norelco design lets you maneuver around your nose and mouth, to shave your beard in every direction.

Feel your sideburns

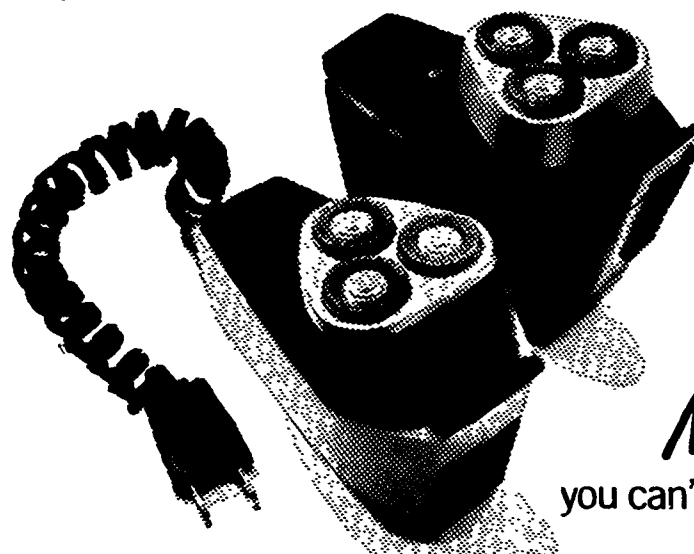
The biggest problem with shaving sideburns is to get them straight, and even on both sides.

The Norelco Tripleheader has a pop-up trimmer that lets you see exactly what you're trimming. So it's a lot harder to make a mistake.

Now, run your hand over your whole face.

If your beard feels uneven, maybe you should be shaving with a Norelco Tripleheader.

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the vietnam war continues

march, 1970:

48,413
americans are dead

102,651
saigon government soldiers are dead

607,886
n.l.f. and north vietnamese are dead

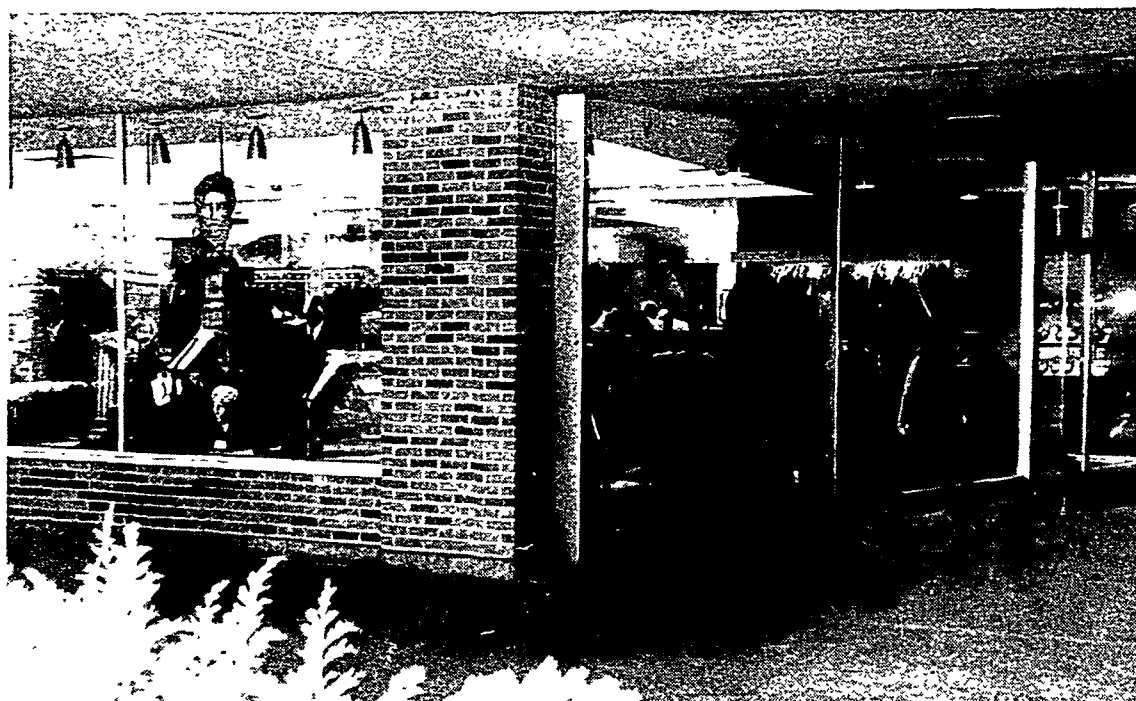
19,000
is the april draft call

you can help with contributions and prayers for: american friends service committee, 407 s. dearborn, chicago, ill./a quaker action group, 20 s. 12th street, philadelphia, pa., 19107/catholic peace fellowship, 5 beekman street, new york, n.y., 10038/central committee for conscientious objectors, 2016 walnut street, philadelphia, pa., 19103/clergy and laymen concerned about vietnam, 475 riverside drive, new york, n.y., 10027/student mobilization committee to end the war in vietnam, 1029 vermont ave. nw, washington, d.c., 20005/south bend draft union, 526 hill street, south bend, ind./war resister's league, 339 lafayette street, new york, n.y., 10012 and many, many more: work and pray for peace.

make of your life a prayer for peace

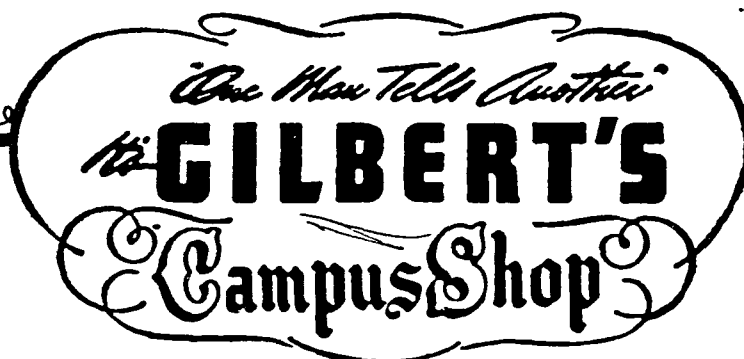


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