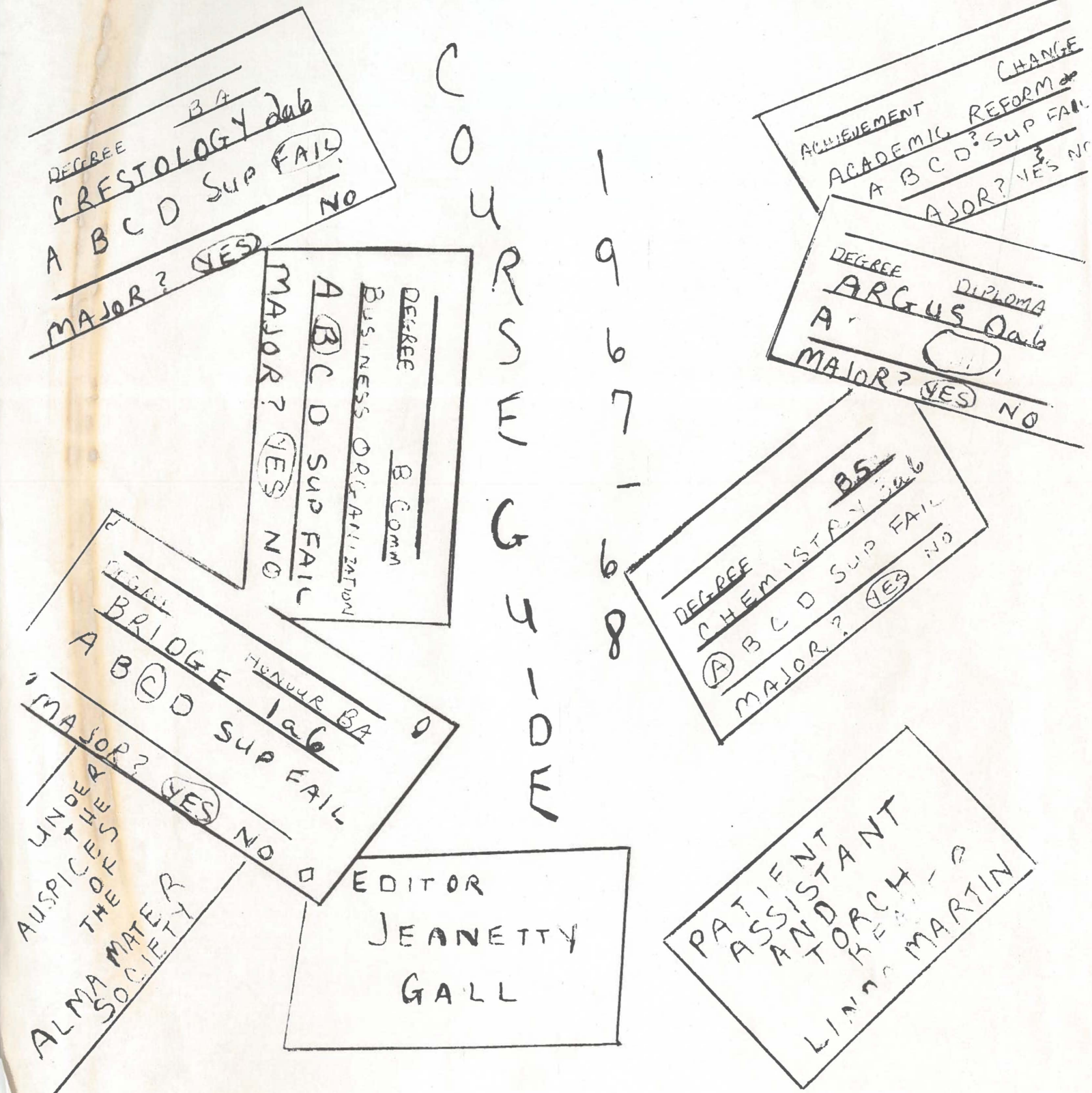
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A C K N O W L E D G E M E N T S

Many thanks to my unfortunate victims and partners in crime:

Sharon Matchett - AMS Secretary

Fiona Karlstedt - Administration Secretary

- for the long hours put in that ONE FAITHFUL NIGHT typing this masterpiece.

And to:

Larry Earl - formerly Arts 11

Jim Hamilton - formerly Arts 1

Frances Moscoll - formerly Arts 111

- for their help in the tabulation

And to:

Linda Martin, once again for putting up with the whole mix-up before, during and after CUS , and to all the dear friends and enemies that I shall rope into working this week-end to staple this calendar.

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We promised the students of Lakehead University an anti-calendar (a course evaluation survey) last year. Here it is.

We make no apologies for what is said, no claim that it is a resounding success, no attempt to measure the weight of its results but rather we accept the responsibility for all that has been said within these pages and we hope that in some way shape or form that our first anti-calendar will contribute something useful to the university for the benefit of both students and faculty. "What needs to be set out initially is a brief description of our experience in doing this, our reasons for making it, a discussion of how scientific it is, some of our reactions to the results, and what kind of picture emerges from the survey."

Editor's Note:

All quotations are taken from the U.B.C. anti-calendar, Songs of Innocence and Experience, simply because I felt that their editor summed up what I hoped to say in a much better way than I ever could. The poorly worded but sincerely meant suggestions and comments will be my own.

How To Make An Anti-Calendar

Figure out what you want to know and then devise a questionnaire to get the information. Get a lot of willing hands to pass out the questionnaire, hands that will later pick up the same. Phone call reminders are essential for greater response and therefore greater success - again more willing hands. Another important factor to note is that all questionnaires should be passed out well in advance of final exams and that work in preparation for an evaluation course should have begun in the early spring of the University year to permit more careful planning of the anti-calendar, and especially more 'people-getting'. By now you have realized one simple but basic need: 'to get an anti-calendar you need the authentic co-operation of people'.

There is a start ... more is to come.

From Plato To Goodman - A Little Philosophy

This section should be short and it is.

An anti-calendar should be free and available. Its purposes are to find out how good the courses and teachers are, to be a guide with information the administration doesn't provide, and to be a force for academic reform within the University.

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Editor's Note:

I simply cannot resist using a few of the unique sub-titles from Songs of Innocence and Experience (U.B.C.) as some of you will notice.

Science and Bubblegum

The format of any evaluation course is constantly under fire by social scientists for its scientific failings - accuracy, dependability. Some feel that it should be more than a string of little numbers to check off ... others attack different features ... but we shall not be moved. "This anti-calendar is not a scientific document - it is a compendium of many opinions - a lot of it is hit and miss - but it doesn't pretend to be anything else. You could spend days talking about how to make it more scientific; you could spend your days doing better things. Our feeling about anti-calendar is that it's usefulenough."

Results 1a6, 2a6, 3a6, ...?

On looking back now, we find it hard to believe that the anti-calendar can do more harm than good as many of its main critics suggest. Quite clearly this survey revealed "the respect which most students have for their teachers, both as individuals and as professionals". Profs were treated with fairness, we believe, and few were really burned at the stake by a raging mob or 'irresponsible' students.

Our intention was to let the students know which were the better courses and profs, and to criticize both, in order to improve courses next year. At times students wrote this sort of comment "I would have gotten more out of this course if I had attended the lectures or done some work on the course. It was more my fault than ..." (Professor's name will be omitted to save face on all sides) At times it was the other way around.

Regardless of what comments were made, however, we feel that taking all thoughts into consideration that the evaluation 'attempt' was definitely worthwhile.

"When students put out more anti-calendars here (and they will) maybe the writing and the information evaluating methods will improve. This is a banal hope. What's seldom mentioned is the suggestion that if there were really frank and open discussions about courses, teachers and changes, we probably wouldn't have to bother with anti-calendars."

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How To Use This

The courses have been listed in alphabetical order in their respective years. Faculties have not been separated because in many instances students in different faculties take a few of the same courses, (i.e. as in the case of the English requirement).

Time did not allow us, moreover to check with the respective departments re course and professor changes for next year. Therefore out suggestions are:

1. that you check with the professors concerned as to the present courses offered before you determine the courses that you will take,

2. and that you read the summary of the course you plan to take even if last year's prof is not returning - in this case for subject material criticism.

We stress also the fact that only courses to which we felt there had been sufficient response are evaluated in this anti-calendar. Because of this, you will find that the courses evaluated are many for first year students, occassional for second year, hardly for third year and non-existent for Honours and beyond.

Note also that the description of the subject matter of the given courses, in all cases, is taken from last year's Calendar descriptions. Time and the format of our questionnaire have forced us into this situation and we have made only slight adjustments to it - mainly derived from the Comment section of the questionnaire. And finally all results have been tabulated following the line of the Evaluation Questionnaire mailed to students at the end of last year's term.

Please judge accordingly.

What It Shows

"The anti-calendar contains a lot of commentary about teachers and this receives a great deal of attention. It would be a mistake to think this is the important part.

What's important, it seems to us, is to determine what the university is and isn't doing in education.

The university is successfully putting people through some kind of system - sometimes it relates to learning, often it provides jobs, often it doesn't do anything. The survey shows there are some progressive departments actually doing a good job as far as students are concerned and that there are some great professors - contact with them changes your life."

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It shows that problems exist that desperately need solutions:

1. the lecture system which doesn't provide for discussion or thought

2. the grading and examination system based on idiotic notions of competition

3. the minor requirement subject that many students hate to take but are forced to

4. survey courses where content is superficial and meaningless

5. impersonal student-professor relationships because of the system (i.e. the prof with too much administrative responsibility who is not available in or outside of class or perhaps the size of the class).

"These are big problems and unless we begin to get some realistic changes, the quality of education here will continue to be dismally mediocre."

Where It Leads

Hopefully the anti-calendar will lead students and professors to a deeper understanding of what the end of University education should be and perhaps a few suggestions on how to get there.

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Editor's Note:
Courses that were turned in late are evaluated at the end of the calendar. Check the last pages before you write off a course as not having been evaluated.

Accounting 1a6 - Mr. Elmslie

- INSUFFICIENT RESPONSE

The accounting cycle for both service and merchandising enterprises including adjustments for deferred and accrued items; use of special journals and subsidiary ledgers; valuation of accounts receivable, merchandise inventory and fixed assets; payroll accounting; introduction to internal control procedures with special emphasis on the control of cash; accounting concepts and principles; the formation, operation, dissolution and liquidation of partnerships; formation of limited companies including the legal requirements of the Canada Corporation Act - 1965; the share capital of corporations including the accounting treatment of shares issued at a premium and at a discount and the redemption of preferred shares; dividends and appropriations of retained earnings.

Accounting T1a - Mr. Zablocki, Mr. Crowe

- SUFFICIENT RESPONSE ONLY TO MR. ZABLOCKI'S COURSE

The accounting cycle for both service and merchandising enterprises including adjustments for deferred and accrued items; use of special journals and subsidiary ledgers; valuation of accounts receivable, merchandise inventory and fixed assets; payroll accounting; introduction to internal control procedures with special emphasis on the control of cash; accounting concepts and principles.

Course Evaluation

Mr. Elmslie managed to hold class interest fairly well, expressed his material adequately clear, encouraged

class participation in discussion and questioning quite often, was always available in and outside of class and was very receptive to ideas other than his own.

His lectures met the 'about-right' level of student comprehension, his material was well organized and he followed the text and reading assignments 'almost' always and he assumed the right amount of prior knowledge of material.

The examination was very much relevant to class work, reasonably difficult, required both knowledge of the course and reasoning and was marked rather strictly. Marking schemes were usually indicated, questions generally were clear and the percentage of term work vs. examinations was usually revealed.

In general, reading assignments and term papers were usually not considered helpful, although the library holdings were considered adequate. While the course material was considered reasonably close to what was expected and the course labelled a very worthwhile course, the value of the text(s) and the seminars was realized by only half the class while the other half derived nothing from them.

Accounting 200 -

The accounting cycle for both service and merchandising enterprises including adjustments for deferred and accrued items; use of special journals and subsidiary ledgers; valuation of account receivable, merchandise inventory and fixed assets; payroll accounting; introduction to internal control procedures with special emphasis on the control of cash; accounting concepts and principles. The formation, operation, dissolution and liquidation of partnerships; formation of limited companies including the legal requirements of the Canada Corporations Act - 1965; the share capital of corporations including the accounting treatment of shares issued at a premium and at a discount and the redemption of preferred shares; dividends in cash and in shares and appropriations of retained earnings; long-term obligations of corporations including the treatment of bond premium and discount; investments; departmental and branch accounting; statement of source and application of funds; analysis of financial statements.

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Accounting T2a - Mr. Elmslie

- INSUFFICIENT RESPONSE

The formation, operation, dissolution and liquidation of partnerships; formation of limited companies including the legal requirements of the Canada Corporation Act - 1965; the share capital of corporations including the accounting treatment of shares issued at a premium and at a discount and the redemption of preferred shares; dividends in cash and in shares and appropriations of retained earnings; long-term obligations of corporations including the treatment of bond premium and discount; investments; departmental and branch accounting; statement of source and application of funds; analysis of financial statements.

Accounting T3a - Mr. Elmslie

- INSUFFICIENT RESPONSE

The analysis of accounting procedures and principles to show the relationship between methods and reasons; the theory of income measurement; the evaluation of business enterprises; the minimum standards of disclosure required in financial statements, techniques of budgeting and controls; accounting for parent and subsidiary companies; income tax problems; fund accounting; bankruptcy procedures; the integration of practice material with business cases.

Accounting T3b - Mr. Zablocki

- INSUFFICIENT RESPONSE

The elements of cost, material, labour, and overhead; the application of cost to work done under job cost and process cost systems; standard costs, including the analysis and accounting treatment of variances; cost and profit analysis for decision making, including gross profit analysis, break-even analysis; profit-volume and differential cost analysis; budgetary control and the flexible budget.

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Anatomy and Physiology T1a (Nurses) - Mr. B. Bristowe

Emphasizes anatomy and physiology of the various systems (skeletal, muscle, digestive, excreting, circulatory, respiratory, endocrine, reproductive and nervous) in man. Laboratory work consists largely of the dissection and study of the cat as a representative mammalian type and of experimentation in, and demonstration of basic physiological phenomena.

Course Evaluation

Mr. Bristowe held class interest adequately, expressed his material quite clearly, encouraged class participation in discussions and questioning at times, was usually available in and outside of class, and was 'almost' always receptive to ideas other than his own.

His lectures are at the 'about-right' level of comprehension of his students, they followed the text and reading assignments fairly consistently, his material organization was good and he assumed the 'about-right' prior knowledge of material.

The examination was fairly relevant to class work but very difficult. It required strict memorization, was marked rather strictly and the value of term work vs. examinations was not usually revealed. However, marking schemes were clearly indicated, and questions usually clearly worded.

In general, texts coordinated with the course very well, additional reading assignments were always helpful, and term papers extremely helpful, although library holdings were poor. Labs proved a great help to the course.

On the whole, the course material was very close to what had been expected and the course was rated as worthwhile.

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Biology 1a6 - Introductory Biology

- Dr. Ozburn
- Dr. Magwood
- Mr. Lindsay

An introduction to living matter followed by surveys of the plant and animal kingdoms. The laboratory experiences include experimental biology as well as the study of both plant and animal structure.

Editor's Note:

> Because this course was taught by three professors, students found the questionnaire difficult to reply to. Some attempted three separate ratings as we had hoped they would; however, the majority did not. Therefore I have devided to take all replies into account, along with the more specific comments which many students made and from this to evaluate Biology 1a6 as one section and not three.

- Course Evaluation

The lectures, in general were considered adequately effective, expressing their material fairly well. Class participation in questioning and discussion was seldom encouraged, although the lecturers were receptive to ideas other than their own. All were usually available in and outside of class.

The lectures were at about the right level of comprehension, 'almost' always following text and reading assignments. Material organization was adequate, although a little too much prior knowledge of material was assumed.

The examination was rated fairly relevant to class work, reasonable difficult and requiring much memorization with some reasoning.

Marking schemes were 'almost' always indicated, questions usually worded clearly, the marking fairly done and the value of term work versus examinations usually revealed. In general, the text was considered useless and strongly so, additional reading assignments, term papers and labs quite helpful and library holdings fairly good.

On the whole the course material was reasonably close to what had been expected and the course was considered quite worthwhile.

General comments suggested that too large an area was to be covered in the course, that with three different profs,

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exam questions were more difficult to answer and that most labs did not correlate to the course.

Biology Tla (Forestry) - Introductory

- Mrs. Skula

- INSUFFICIENT RESPONSE

Stressing biological principles. Laboratory study of represtative species in plant and animal kingdoms, with emphasis on forestry application.

Microbiology Tla (Nurses) -

- NO RESPONSE

Survey of the physiological and morphological characteristics of micro-organisms.

Biology 300 - Microbiology (Nurses)

- Dr. Lone

- INSUFFICIENT RESPONSE

Study of the role of bacteria in the biological world and their interaction with man. Special emphasis is given to the study of factors concerned with transmission of infections and attempts to control common diseases.

Biology 301 - Physiology (Nurses) - Dr. Magwood (Kathleen)

- INSUFFICIENT RESPONSE

A course dealing with the function of tissues and organs of the human body using knowledge of scientific principles to assist the student to understand the reactions of the body to disease and to methods of therapy.

Biology 2a6 - Developmental Vertebrate Morphology

- NO RESPONSE

The basic developmental patterns and the evolution of body form (skeleton, organ systems, etc.) of the Phylum Chordate.

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Dissection of representative chordate types will be emphasized in the laboratory.

Biology 2b3 - Mycology, Phycology and Bryology

- Dr. Barclay-Estrup

Morphology, life histories and evolutionary relationships of the principal fungi and algae.

- Course Evaluation

Dr. Barclay-Estrup did not really maintain class interest during his lectures although his material was expressed clearly. He encouraged class participation in discussion and questioning at times, was always available in and outside of class and was usually receptive to ideas other than his own.

His lectures were at about the right level of comprehension, usually followed text and reading assignments but not too well-organized. However, he assumed about the right amount of prior knowledge of material.

The examination was quite relevant to class work, reasonably difficult, requiring almost strict memorization and marked very strictly. Marking schemes were almost always indicated, questions were usually clearly worded and the value of term work vs examinations was always revealed.

In general, texts co-ordinated rather well, additional reading assignments and term papers were usually helpful but the library holdings were fairly poor. Labs were rated as very valuable to the course.

On the whole, the course material was considered reasonably close to what was expected and the course was considered worthwhile.

Biology 2c3 - Vascular Plant Morphology

- Dr. Barclay-Estrup

- INSUFFICIENT RESPONSE

Morphology and evolutionary relationships of the vascular plants from ferns to seed plants inclusive.

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Biology 2d6 - Dr. Ozburn
- Dr. Magwood

(Course not described in last year's calendar)

The lectureres maintained class interest adequately, were quite easy to follow, greatly encouraged class participation in discussion and questioning, were 'almost' always available in and outside of class and very receptive to ideas other than their own.

The lectures were slightly above the student level of comprehension, but followed text and reading assignments fairly consistently. They adequately organized the course material and assumed about the right prior knowledge of material.

The examination was quite relevant to the course, reasonably difficult requiring strict memorization and marked fairly. Marking schemes were usually indicated, questions usually clearly worded and the value of term work vs. exams usually given.

In general, the text(s) co-ordinated adequately with the course, additional reading assignments, term papers, and especially labs were helpful and library holdings were fairly good.

The course material was very much like what was expected and the course was considered quite worthwhile.

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Business Law T1a - Mr. D. Martin

- INSUFFICIENT RESPONSE

A summary of our laws of contract, employment, agency, sale of goods, insurance, bailments, inheritance, real estate, negotiable instruments, partnerships, corporations, bankruptcy, trade marks, business crimes and torts.

Business Organization 100 - Mr Mott

Forms of ownership; the organizational structure of a business firm; manufacturing; wholesaling; retailing; public utilities and co-operatives; the scope of the office, office organization, procedures, and equipment; location and layout of a business enterprise; personnel and labour problems; consumer and business finance; financial institutions; business risks and insurance.

Course Evaluation

Mr. Mott was not considered effective in class at all, although he expressed his material adequately. However, he did encourage class participation in discussion and questioning at times, was 'almost' always available in and outside of class and was, at times, receptive to ideas other than his own.

His lectures were felt to be at the 'about-right' level of comprehension, they followed the text(s) and assignments fairly consistently. The professor's material organization was adequate although he assumed a little too much prior knowledge of material.

The examination was very relevant to class work and reasonable although it was very difficult. It required almost strict memorization, but the professor's marking was considered fair. Marking schemes were hardly ever indicated, but questions were worded clearly, and the percentage value of term work vs. examinations usually revealed.

In general, text(s) coordinated adequately with the course, additional reading assignments were usually helpful as were term papers and seminars. There were fairly good library holdings on the course

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On the whole, the course seemed to be reasonably close in subject matter to what had been expected and was considered reasonably worthwhile.

Business Management T3a - Mr Alexander

- INSUFFICIENT RESPONSE

The principles and practices of business management and their application to the organization and operation of enterprises; the management of the three major functions of business -- production, finance, and marketing. Emphasis is placed on the philosophy and general approach rather than on details of technique and procedures, with the aim of developing through classroom participation and written assignments on practical business situations the ability to recognize problems, assemble facts, make decisions, and present recommendations convincingly and concisely.

Chemistry T1a - Mr. Bruley, Dr. Braun

- INSUFFICIENT RESPONSE

A general course in chemistry stressing atomic structure, periodic table, gas laws, liquids, solids, equilibrium, ionizations, hydrogenion concentration, a study of the representative elements, and a brief introduction to the chemistry of organic compounds

Chemistry 1a6 - Dr. Hawton

Fundamental concepts of the atom, chemical bonding,. states and properties of matter.

Course Evaluation

Dr. Hawton held class interest, expressed his material clearly, 'almost' always encouraged class

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participation in discussion and questioning, was available in and outside of class at times and was receptive to ideas other than his own usually.

His lectures are at about the right level of comprehension and follow the text and reading assignments fairly consistently. His material organization is adequate and his assumption of prior knowledge of material just about right.

The examination was quite relevant to class work, and was reasonably difficult and was marked fairly. Knowledge of the course, plus reasoning was essential. Marking schemes were usually indicated, questions usually clear but value of term work vs. examinations was never given.

In general, text(s) coordinated very well with the course, additional reading assignments were always helpful, term papers quite helpful, the library holdings fairly good and labs proved valuable.

On the whole, the course material was very close to what had been expected and the course was considered very worthwhile. Comments suggested:

- there should be more term tests
- experiments should be taken after the work has been covered in class and not before as was the case

Chemistry 2e6 - Inorganic-Analytical Chemistry

- NO RESPONSE

A course dealing with the nature of solutes, solvents, and solutions, precipitates, suspensions, general acid-base theory, equilibrium.

Chemistry 2f6 - Organic Chemistry - Dr. Orr

An introductory course including the classification

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and nomenclature of simple organic compounds, nature of the covalent bond, resonance, stereo-chemistry. The following general reactions, together with reaction mechanisms, will be discussed: addition, substitution and elimination. Laboratory consists of preparation and purification of organic compounds.

Course Evaluation

Dr. Orr was considered to be an excellent lecturer who really maintained class interest, was very easy to follow, encouraged much class participation in discussion and questioning, was always available in and outside of class and was definitely receptive to ideas other than his own.

His lectures were at about the right level of comprehension, they followed the text and reading assignments almost always, his material organization was excellent and he assumed about the right prior knowledge of material.

The examination was quite relevant to class work, rather difficult, required strict memorization, but was marked fairly. Marking schemes were always indicated, questions alway worded clearly and the value of term work vs. examinations was usually given.

In general, texts coordinated quite well with the course, additional reading assignments were usually helpful as were term papers, labs were quite valuable and the library holdings fairly good. The course material was very much like what had been expected and the course was considered very worthwhile.

Chemistry 2g6 - Physical Chemistry - Dr. Hawton

- NO RESPONSE

An introductory course in physical chemistry dealing with, the properties of gases, kinetic theory, principles of thermodynamics and properties of solutions

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Chemistry 3d6 - Biochemistry

- NO RESPONSE

A general course in Biochemistry including carbohydrates, proteins, lipids, enzymes, and nucleic acids.

Chemistry 3e6 - Inorganic Chemistry - Dr. Cowdell

- NO RESPONSE

Theoretical basis of the periodic table, chemistry of the elements, nuclear chemistry.

Chemistry 3f6 - Organic Chemistry - Dr. Wilson

- INSUFFICIENT RESPONSE

Electrophilic substitution and addition reactions, nucleophilic substitution and addition reactions, molecular rearrangements, oxidation-reduction reactions, free radical reactions, photochemical reactions.

Chemistry 3g6 - Physical Chemistry

- NO RESPONSE

Continuation of thermodynamics part of chemistry 2g6, with application to ideal and non-ideal systems, reaction kinetics, and electro-chemistry.

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Descriptive Dendrology 100 (T1b) - NO RESPONSE

A systematic identification of the important forest trees of Northwestern Ontario in natural and cultivated condition, supplemented by classroom study of the identifying features of the remaining important forest trees of Canada and U.S.A.

Descriptive Geometry 100 (T2a) - INSUFFICIENT RESPONSE

Instruction and practice in orthographic projection, solution of line and plane problems, method of revolution, curved lines and surfaces, intersection of surfaces.

Design T1a - NO RESPONSE

Sketching, perspective, shades and shadows, colour; design elements and principles; design and presentation of simpler architectural problems.

Drafting T1a - NO RESPONSE

The knowledge and skills involved in architectural working drawings and details; reference to building by-laws; standard handbooks and trade literature.

Drawing and Mapping T1b - NO RESPONSE

Use and selection of drawing instruments, geometry of drawing, elementary mechanical drawing, charts and graphs, map drafting.

Engineering Technology T2a - NO RESPONSE

Fundamentals of D.C. and A.C. circuits with emphasis on practical industrial, commercial and residential power distribution.

The remainder of the Engineering courses did not warrant sufficient response to merit their write-up. The following courses are in this category. Engineering Drawing T1a, Engineering Drawing T2a, Engineering Graphics 100, Engineering Laboratory T1a, Engineering Laboratory T2a and Engineering Materials T1a.

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Forest Fire Control T2a - INSUFFICIENT RESPONSE

Forest Geography 100 (T1a) - INSUFFICIENT RESPONSE

Forest Management T2a - INSUFFICIENT RESPONSE

Forest Mensuration 200 (T1a) - INSUFFICIENT RESPONSE

Forest Meteorology 100 (T2a) - INSUFFICIENT RESPONSE

Forest Soils 200 - INSUFFICIENT RESPONSE

French 0a6 - Mrs. Rideout

Elementary course in the study of the French language and culture. Explanation of French elementary grammar. Class exercises in translation. Dictation. Practice in conversation and pronunciation. Further practice in pronunciation in the language laboratory. In the latter part of the course students will be introduced to some aspects of French literature.

- Course Evaluation

Mrs. Rideout holds class interest adequately, is very easy to follow, greatly encourages class participation in questioning and discussion, is always available in and outside of class and receptive to ideas other than her own. Many called her a 'very good lecturer'.

Her lectures were at the 'about right' level of comprehension, her material organization was excellent with lectures absolutely following text and reading assignments. She assumed about the right prior knowledge of material.

The examination was fairly relevant to class work, reasonable requiring strict memorization and marked fairly. Marking schemes were usually indicated, questions always clear and term work vs. exams usually indicated.

In general, texts were very well suited to the course, additional reading assignments and term papers were hardly needed, and library holdings were very adequate as well as the labs being useful.

On the whole, the course material very much like what was expected and the course was very worthwhile. Definitely an interesting course!

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French 1a6 - Mr. Vervondel
- Mr. Blin

Reading, explanation and appreciation of French literary texts by contemporary authors. Review and application of grammar rules with oral and written exercises. Some laboratory practice in French pronunciation.

- Course Evaluation

Mr. Vervondel held class interest adequately, expressed his material clearly, encouraged class participation in discussion and questioning at times, was 'almost' always available in and outside of class and was 'almost' always receptive to ideas other than his own.

His lectures were at about the right level of comprehension, his material organization was adequate, lectures followed text and reading assignments 'almost' always. His assumption of prior knowledge was about right.

The examination was 'almost' always relevant to the course, reasonable, fairly marked requiring knowledge of the course plus much reasoning. Marking schemes were given in class (but not clearly indicated on the exam) while questions were 'almost' always worded clearly and the value of term work vs. exams usually given.

In general text co-ordinated fairly well with the course, additional reading assignments were not needed, labs were fairly valuable, and the library holdings rather good. This was considered a worthwhile course and reasonably close in subject matter to what had been expected. The main comment was that this lecturer would have been better-suited to a conversational language course, at least as far as course presentation was concerned.

Mr. Blin held class interest 'almost' always, expressed his material adequately, encouraged class participation and was helpful and available at times.

His lectures reached the student level of comprehension, his material organization was about right, lectures followed text and reading assignments fairly consistently but he assumed slightly too little prior knowledge of material.

The examination was quite relevant to the course material, reasonable, but rather strictly marked and required knowledge of the course plus reasoning. Marking schemes were 'almost' always indicated, questions were worded clearly but the value of term work vs. exams hardly ever given.

In general, texts proved adequate, additional reading assignments 'almost' always helpful and library holding good. The content of the course was reasonably close to what had been accepted and the course was worthwhile.

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In general, texts proved adequate, additional reading assignments 'almost' always helpful and library holdings good. The content of the course was reasonable close to what had been accepted and the course was worthwhile.

French 1b6 - Oral French

- Mrs. Moscovitch

The aim of the course is to make the students proficient in the use of French language in every day life and to give them fluency in reading French. Intensive oral grammar and vocabulary building. Reading, conversation, and discussion of French civilization topics. Study of special difficulties of French pronunciation. Practice in the laboratory.

- Course Evaluation

Mrs. Moscovitch held class interest adequately, expressed her material clearly, encouraged class participation in questioning and discussion, was available and helpful in and out of class, and was receptive to ideas other than her own, at times.

Her lectures reached the student level of comprehension, her material organization was adequate with lectures following text and reading assignments 'almost' always. She assumed a little too much prior knowledge of material.

Her examination was fairly relevant to the course, reasonable requiring knowledge of course plus reasoning and fairly marked.

In general, texts were adequate, additional reading assignments helpful, library holdings fairly good and labs very valuable.

The content of the course was not at all like what had been expected; however, it was considered a worthwhile course.

The main comments suggested that there was a 'lack of enthusiasm' in her teaching and that the conduction of her class 'too authoritarian'.

French 2a6 - Eighteenth Century French Literature

- Mr. Blin

- INSUFFICIENT RESPONSE

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French 2b6 - Contemporary French Theatre

- Dr. Fonda

- INSUFFICIENT RESPONSE

French 2d6 - The Sage Novel in the 20th Century

- NO RESPONSE

French 2m2 - Mrs. Moscovitch

- NO RESPONSE

French 2o2 - Oral Practice in Laboratory

- Mrs. Moscovitch

- INSUFFICIENT RESPONSE

French 3a6 - Seventeenth Century

- INSUFFICIENT RESPONSE

French 3b6 - Twentieth Century Novel

- NO RESPONSE

French 3c6 - Nineteenth Century French Literature

- Mrs. Moscovitch

- NO RESPONSE

French 3d6 - French Literature of the 16th Century

- Mrs. Moscovitch

- INSUFFICIENT RESPONSE

French 3e6 - French Canadian Literature

- NO RESPONSE

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French 3m2 - NO RESPONSE

French 3o2 - Oral Practice

- NO RESPONSE

French 4a6 - The Novel in the 20th Century

- NO RESPONSE

French 4b6 - Symbolism

- NO RESPONSE

French 4c6 - Literary Criticism in France

- NO RESPONSE

French 4m2 - Honours French

- NO RESPONSE

French 402 - Oral Practice

- NO RESPONSE

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Geology T1b - Mr. Chisholm

- INSUFFICIENT RESPONSE

Elementary mineralology. Crystallography, detailed physical and chemical properties, occurrences and uses of the important minerals; introduction to the study of rocks.

Geology T2a - NO RESPONSE

Petrology, structural, economic and Precambrian geology. A study of rock types and geological structures together with an introduction to economic geology and mineral deposits. The relationship of the foregoing to the Precambrian receives greatest emphasis. Map reading and hand specimen determinations comprise the laboratory work.

Geology T2b - NO RESPONSE

Exploration. A study of modern exploration methods including application of geophysical and geological methods, diamond drilling, interpretation of results and evaluation of mining properties.

Geology 1a6 - Mr. Page

An introductory course in physical and historical geology primarily for Arts students. The course deals with the natural processes of vulcanism, graduation and diastrophism and their part in changing the earth's surface. The development of rocks and continents to their present stage, past climates and life are dealt with in historical geology.

Course Evaluation

Mr. Page did not hold class interest at all although he presented his material quite clearly. He

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encouraged very little class participation in discussion or questioning, was hardly ever receptive to ideas other than his own but was usually available and helpful in and outside of class.

His lectures reached the level of student comprehension, his material was adequately organized with lectures following text and reading assignments fairly consistently. He assumed about the right prior knowledge of material.

The examination was quite relevant to the course, very reasonable requiring much memorization and fairly marked. Marking schemes were hardly ever shown, but questions were clearly worded and the value of term work vs. examinations usually given.

In general, the text proved adequate, additional reading assignments helpful, lab. reports not too valuable and library holdings were quite poor. Labs however were fairly valuable.

The content was reasonably close to what had been expected and the course was considered worthwhile.

Geology 2a6 - Mr. Chisholm

- INSUFFICIENT RESPONSE

Geology 100 (T1a) - INSUFFICIENT RESPONSE

Geology 2b3 - NO RESPONSE

Geology 2c3 - NO RESPONSE

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German 0a6 - INSUFFICIENT RESPONSE

German 1a6 - INSUFFICIENT RESPONSE

German 2a6 - INSUFFICIENT RESPONSE

Greek 0a6 - Introductory - NO RESPONSE

Hydraulics T2a - INSUFFICIENT RESPONSE

Instrumentation T2a - NO RESPONSE

Italian 0a6 - NO RESPONSE

Italian 1a6 - NO RESPONSE

Italian 2a6 - Survey of Italian Literature
- NO RESPONSE

Latin 1a6 - Miss Hurley

The reading of prose: Cicero, Pro Archia and Pro Marcello; Sallust, Catiline. The reading of poetry: a comprehensive selection of the poems of Catullus and the Odes of Horace. Practice in prose composition and sight translation.

Course Evaluation

Miss Hurley held the classes' interest quite well, expressed her material clearly, greatly encouraged class participation, was always available and helpful, usually receptive to other ideas.

Her lectures reached the student level of comprehension, her material was excellently organized with lectures following text and reading assignments fairly consistently. She assumed about the right prior knowledge of material.

The examination was definitely relevant to the course, quite reasonable requiring strict memorization and marked

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fairly. Marking schemes were indicated, questions worded clearly and the value of term work vs. exams usually given.

In general, text(s) coordinated very well with the course, reading assignments were usually useful. The library holdings were faily good and the term papers were helpful.

The content was considered reasonably close to what had been expected and the course rated as worthwhile.

The only comment was the wish that the course had been taught less like high school Latin.

Latin 2a6 - Mr Alleyne
- INSUFFICIENT RESPONSE

Latin 2b6 - NO RESPONSE

Latin 3a6 - NO RESPONSE

Latin 3b6 - Mr. Alleyne
- INSUFFICIENT RESPONSE

Latin 4a6 - Roman Philosophy
- NO RESPONSE

Latin 4b6 - Roman Lyric Poetry
- NO RESPONSE

Latin 4c6 - Roman Letter-Writers; Roman Elegiac Poetry
- NO RESPONSE

Library Science

Editor's Note: These courses were not covered in last year's calendar and insufficient response was received to cover them in the survey. My regrets ...

Marketing T2a - Retail Merchandising - Mr. Alexander

- INSUFFICIENT RESPONSE

Marketing T2b - Mr. Alexander

- INSUFFICIENT RESPONSE

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Marketing T3a - Advertising
- INSUFFICIENT RESPONSE

Mathematics T1a - Algebra and Trigonometry
- INSUFFICIENT RESPONSE

Mathematics T1b - Analytic Geometry and Calculus
- INSUFFICIENT RESPONSE

Mathematics T1c - Business Mathematics
- NO RESPONSE

Mathematics T2a - Calculus
- INSUFFICIENT RESPONSE

Mathematics T2b - Statistics
- INSUFFICIENT RESPONSE

Mathematics T2c - Mathematics of Finance
- INSUFFICIENT RESPONSE

Mathematics 100 - Engineering Mathematics
- NO RESPONSE

Mathematics 101 - Calculus
- INSUFFICIENT RESPONSE

Mathematics 1a6 - Calculus - Dr. Marchand, Dr. Whitfield

Limits of sequences and functions; differentiation and integration of functions of one variable; applications to geometry and kinematics; introduction to space geometry.

Course Evaluation

Dr. Marchand did not hold class interest that strongly, was considered a little confusing in expressing her material, seldom encouraged class participation but was 'almost' always available outside of class and usually receptive to other ideas.

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Her lectures reached the student level of comprehension, were adequately organized with lectures 'almost' always following text and reading assignments. She assumed about the right prior knowledge of material.

The examination was quite relevant to class work, reasonable requiring knowledge of the course, plus reasoning but was marked rather strictly. Marking schemes, questions and the value of term work was made quite clear.

In general, the text proved adequate, term papers, additional reading and library holdings were not too helpful The content seemed to be reasonably close to what students expected. The course is considered quite worthwhile but difficult unless mathematically inclined.

There was insufficient response to Dr. Whitfield's course

Mathematics 1b6 - Algebra and Geometry I - Dr. Whitfield

Sets, relations, functions; real and complex number systems; algebraic systems; groups, rings, fields; matrices; vectors and vector algebra; determinants; vector geometry.

Course Evaluation

Dr. Whitfield held class interest, expressed his material well, encouraged class participation quite often, was 'almost' always available outside of class and receptive to other ideas.

His lectures were a little above student comprehension, although his material organization was reasonable; he assumed too much prior knowledge of material.

The exam was relevant to the course, rather difficult requiring knowledge of the course plus reasoning and marked rather strictly. Marking schemes, questions and the value of term work was usually given.

In general, the text proved adequate, additional reading, lab. reports, and labs were helpful but the library holdings poor. The content was hardly what students expected; however, it was considered a worthwhile course.

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Mathematics 2a6 - Calculus and Linear Algebra
- INSUFFICIENT RESPONSE

Mathematics 2b6 - Statistics
- INSUFFICIENT RESPONSE

Mathematics 2c6 - Differential Equations and Vector Analysis
- INSUFFICIENT RESPONSE

Mathematics 3a6 - Advanced Calculus
INSUFFICIENT RESPONSE

Mathematics 3b6 - Algebra and Geometry II
INSUFFICIENT RESPONSE

Mathematics 3c6 - Relativity and Quantum Mechanics
INSUFFICIENT RESPONSE

Mathematics 3d6 - Numerical Methods
INSUFFICIENT RESPONSE

Mathematics 3e6 - Theory of Numbers
INSUFFICIENT RESPONSE

Mathematics 3f6 - Introduction to Mathematical Probability and Stochastic Processes
INSUFFICIENT RESPONSE

Mathematics 3g6 - Mathematical Logic
INSUFFICIENT RESPONSE

Mathematics 4a6 - Functions of a Complex Variable
INSUFFICIENT RESPONSE

Mathematics 4b6 - Special Topics

Mathematics 4c6 - Quantum Mechanics

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Mathematics 4d6 - Numerical Analysis

Mathematics 4e6 - Topology

Mathematics 4f6 - Statistical Theory

Mathematics 4g6 - Advanced Algebra

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Nursing 1a6 - Sister M. Barbara

- no course description available

- Course Evaluation

Sister Barbara held class interest, presented the course well and was easy to follow. She greatly encouraged class participation, was always available, helpful and receptive to other ideas. Her lectures reached the students, were well organized following text and reading assignments always. She assumed a little too much prior knowledge of fact, however.

The examination was relevant to the course, rather difficult requiring knowledge of fact plus reasoning and marked fairly. Marking schemes, questions and the value of term work vs. exams were clear.

In general the text proved adequate, additional reading assignments and labs helpful but the library holdings poor. The content was close to what had been expected and the course was considered very worthwhile.

Philosophy 1a6 - Dr. Doan

A study of the traditional problems of philosophy through discussion of selected reading; formal logic and scientific method.

- Course Evaluation

Dr. Doan definitely held class interest, was fairly easy to follow, encouraged class participation 'almost' always, was always helpful outside of class and receptive to other ideas.

His lectures reached the students comprehension, were organized excellently 'almost' always following reading assignments, however, he assumed more prior knowledge of material than was expected.

The exam was very relevant to class work, reasonable requiring knowledge of fact and reasoning and marked strictly. Marking schemes, questions and the value of term work, all were clear.

In general, the text was suited to the course, additional reading and term papers were very helpful, and the library holdings were fairly extensive. The content of the course was reasonably close to what had been expected and the course was very worthwhile. All comments indicated the prof to be excellent and the course interesting.

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Philosophy 2a6 - NO RESPONSE

Philosophy 2b6 - Systematic Ethics

- INSUFFICIENT RESPONSE

Philosophy 2c6 - NO RESPONSE

Philosophy 2d6 - Elementary Logic

- INSUFFICIENT RESPONSE

Philosophy 2e6 - Ancient Philosophy

- NO RESPONSE

Philosophy 2f6 - Philosophic Methods

- NO RESPONSE

Philosophy 3a6 - NO RESPONSE

Philosophy 3b6 - Aesthetics

- NO RESPONSE

Philosophy 3c6 - Early Modern Philosophy

- NO RESPONSE

Philosophy 3d6 - The Rationalists

- NO RESPONSE

Philosophy 3e6 - British Empiricists

- INSUFFICIENT RESPONSE

Philosophy 3f6 - Philosophic Systems

- NO RESPONSE

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Philosophy 4a6 - Contemporary Philosophy

- INSUFFICIENT RESPONSE

Philosophy 4b6 - Metaphysics

- NO RESPONSE

Philosophy 4c6 - Philosophy of Science

- NO RESPONSE

Philosophy 4d6 - Analytical Philosophy

- NO RESPONSE

Philosophy 4e6 - Theory of Value

- NO RESPONSE

Physics 1a6 - Dr. Hart
- Dr. Warren

Vectors, Galilean invariance, particle dynamics, energy, momentum, harmonic oscillator, rigid-body dynamics, central forces, speed of light, Lorentz transformations, relativistic dynamics, equivalence, particles. The nature of electricity both static and dynamic, dielectrics. The nature of magnetism and magnetic fields. The energy of change and current distributions (capacitance and inductance). Time-varying currents, simple A.D. networks. Electromagnetic waves, Maxwell's equations.

- Course Evaluation

The lecturers maintained class interest quite well, expressed their material clearly, hardly ever encouraged class participation, were available at times but seldom receptive to ideas other than their own.

Their lectures were a little above student comprehension, although their material was well-organized. Lectures seldom followed reading assignments. They usually assumed about the right prior knowledge of material,

The exam was not really relevant to the course although

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it was reasonable. Both knowledge of fact and reasoning were essential for the exam that was considered fairly marked. Marking schemes, questions and the value of term work were made clear.

In general, the text served the course little, additional reading assignments and lab reports were helpful but library holdings were inadequate. The content was reasonably close to what had been expected and the course was considered worthwhile. A strong dislike for TV lectures was often voiced.

Editor's Note:

> The remaining courses in Physics have not been evaluated or described in this calendar because of both insufficient response and of the changes made in the courses.

Political Science 1a6 - Dr. Eager

A study of the basic principles of government, with reference to the governments of selected countries.

- Course Evaluation

Dr. Eager held class interest adequately, was fairly easy to follow, at times encouraged class participation in discussion and questionning, was almost always available and helpful in and outside of class and very receptive to other ideas.

Her lectures reached student comprehension, her material was very well organized with lectures following text and reading assignments fairly consistently. She assumed about the right prior knowledge of material.

The exam was very relevant to the course material, reasonable requiring knowledge of fact and reasoning and marked not too strictly. Marking schemes, question and the value of term work were quite clear.

In general the text proved adequate, additional reading assignments and term papers were very helpful although the library holdings were hardly adequate. The Content of the course was almost as expected and the course was rated as very worthwhile. A useful course for anyone with political ambitions.

All other Philosophy courses did not warrant suficcient response to merit their write-up.

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Psychology 1a6 (T2a) - Introductory Psychology

- Mr. Harding
- Mr. MacDonald

- Course Evaluation

Mr. Harding definitely held class interest, expressed his material adequately, greatly encouraged class participation in discussion and questioning, was 'almost' always available in and outside of class and receptive to ideas other than his own.

His lectures were slightly above student comprehension but were adequately organized although seldom following text or reading assignments. He assumed the right prior knowledge of material.

The exam was quite relevant to class work, reasonable requiring knowledge of the course plus reasoning and marked fairly. Marking schemes were always indicated, questions quite clear and the value of term work vs. exam hardly revealed.

In general, the text was considered inadequate, additional reading was always helpful, term papers helpful and library holdings fairly good. Seminars were not considered effective. The content of the course was reasonably close to what had been expected and the course was considered worthwhile.

Mr. MacDonald did not strongly maintain class interest although he expressed his material adequately. He seldom encouraged class participation but was usually available outside of class and was receptive to ideas other than his own.

His lectures reached strident comprehension, his material organization was adequatewith lectures almost always following text and reading assignments. He assumed the right prior knowledge of material.

The exam was fairly relevant to class work, reasonable requiring much memorization plus a little reasoning and marked rather strictly. Marking schemes, question and the value of term work were clear.

In general, the text was well-suited to the course, additional reading assignments were helpful while essays were not. The library holdings were quite good. Seminars were not effective. On the whole the course content was considered reasonably close to what had been expected and the course thought very worthwhile.

Some students felt that the lecturer should have put more life into his lectures. Many felt that he did this in the second term. Others said "MacDonald was good."

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Psychology 2a6 - Mr. Harding

A study of behavioral development from conception to adolescence including physical, emotional, intellectual and social aspects.

- Course Evaluation

Mr. Harding maintained class interest, expressed his material well, always encouraged class participation, always was available, helpful and very receptive to ideas other than his own.

His lectures reached slightly above student comprehension but his material was organized adequately. His lectures seldom followed the text and reading assignments. He assumed about the right prior knowledge of material.

The exam was very relevant to class work, rather difficult requiring more reasoning than knowledge of the course and marked fairly. Marking schemes and questions were clear but the value of term work vs. exams was seldom revealed.

In general, the text was adequate, additional reading assignments always helpful, term paper quite useful, the library holdings adequate and seminars fairly effective. The course content was hardly what had been expected and the course was considered quite worthwhile.

Comments suggested the course was 'worthwhile because the lecturer made it so.' Others found it 'extremely stimulating demanding much reading and individual thought.' The lecturer apparently made the course the 'challenge that it proved.'

Psychology 2c6 - Mr. Melnyk

A study of statistical concepts and techniques in relation to psychological problems. Representation of data and descriptive statistics. An introduction to inferential statistics and methods employed in the design and analysis of experiments.

- Course Evaluation

Mr. Melnyk held class interest to a great extent, expressed his material clearly, often encouraged class participation, was almost alway available, helpful and receptive to ideas other than his own.

His lectures reached student comprehension, his material was well-organized with lectures following reading assignments fairly consistently. He assumed too little prior know-

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ledge of material.

His exam was relevant to class work, reasonable requiring knowledge of the course plus reasoning and marked rather leniently. Marking schemes and the value of term work vs. exams were usually indicated although exam questions were not always clear.

In general, the text suited the course, additional reading assignments, essays and seminars were helpful but the library holdings were inadequate. The content was reasonably close to what had been expected and the course considered worthwhile. Comments ranged from a 'great prof' to an 'easy course to pass'.

Psychology 2d6 - Mr. MacDonald

- INSUFFICIENT RESPONSE

Psychology 2e6 - Miss Wray

A more advanced study of the physiological basis of behavior including comparative psychology, neurophysiology, sensation and perception, and cognitive processes.

- Course Evaluation

Miss Wray did not maintain class interest strongly, was quite confusing but encouraged class participation at times, was usually available, helpful and receptive to ideas other than her own.

Her lectures reached student comprehension although her material was not that well-organized. However, her lectures followed reading assignments absolutely and she assumed about the right prior knowledge of fact.

The exam was relevant to class work, rather difficult requiring almost strict memorization and marked fairly. Marking schemes, questions and the value of term work vs. exams were clear.

In general, the text co-ordinated very well with the course, additional reading assignments, term papers and labs were helpful although the library holdings were poor. The course content was close to what had been expected but the course itself was considered to hardly be worthwhile.

Frustration was often expressed in the comments made concerning this course.

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Psychology 3a6 - Mr. Allen

- INSUFFICIENT RESPONSE

Science 1a6 - Dr. Hart

Dean Hart held class interest adequately, tended to be rather confusing but always encouraged class participation. He was usually available out of class and was at time receptive to ideas other than his own.

His lectures were slightly above student comprehension, his material was fairly organized, although his lectures seldom followed reading assignments. He assumed the right prior knowledge of material.

The exam was relevant to class work, reasonable requiring more reasoning than knowledge of the course but marked too strictly. Marking schemes were indicated but neither questions nor the value of term work vs. exams were clear.

In general, the text was seldom used and not suited to the course, reading assignments, term papers and seminars were valuable and the library holdings were adequate. On the whole the content was not what had been expected but the course was rated as very worthwhile. Comments suggested that this would be an ideal science course for Artsmen slightly interested in science.

Sociology 1a6 - Dr. Chen

Survey of the field of sociology: culture and society, institutions, organizations, processes, control, ecology and population, disorganization and deviant behavior and other aspects of group living.

- Course Evaluation

Dr. Chen did not maintain class interest strongly, expressed her material well, at times encouraged class participation, was available, helpful and receptive to ideas other than her own.

Her lectures reached student comprehension, her material was well-organized with lectures following reading assignments fairly consistently. She assumed the right prior knowledge of material.

The exam was quite relevant to class work, reasonable requiring knowledge of the course and memorization and marked

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fairly. Marking schemes, questions and the value of term work vs. exams were clear.

In general, the text suited the course fairly well, additional reading assignments, term papers and seminars were helpful although library holdings were inadequate.

The course content was reasonably close to what was expected and the course was fairly worthwhile. Comments suggest that this would be an 'easy' credit.

Sociology 2d6 - Dr. Chen

- INSUFFICIENT RESPONSE

Sociology 3c6 - Mr. McKee

The school as a social institution and its relation to other institutions. An examination of cultural values and educational aims; recruitment of students and educators; social origin of students and educators; role allocation in classrooms, with peers, and in the community.

- Course Evaluation

The lecturer did not hold class interest at all but was fairly easy to follow. He encouraged class participation almost always, was available, helpful and receptive to ideas quite often.

His lectures were far below student comprehension. However, his material was organized and his lectures followed reading assignments fairly consistently. He assumed too little prior knowledge of material.

The exam was very relevant to class work, quite simple requiring knowledge of the course and reasoning and marked fairly. Marking schemes were hardly ever indicated but the value of term work and questions were quite clearly given.

In general, the text was inadequate for the course, additional reading assignments werenot too helpful but term papers and seminars were. Library holdings were also inadequate. On the whole the course content was hardly like what had been expected and the course was not rated as worthwhile.

Sociology 2c6 - Mr. Szudy

- INSUFFICIENT RESPONSE

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Spanish 0a6 - Mr. Colina

A beginner's course in the study of the Spanish language and culture. Composition, translation, grammar, readings.

- Course Evaluation

Mr. Colina held class interest, was always easy to follow, really encouraged class participation, was always helpful, available and 'almost' always receptive to ideas other than his own.

His lectures were fairly easy to comprehend with excellent material organization. They followed reading assignments fairly consistently. He assumed about the right prior knowledge of the material.

The exam was fairly relevant to class work requiring strict memorization and marked rather strictly. Marking schemes and questions were clear although term work was hardly revealed. The course was reasonabl y difficult.

In general, the text was not suited to the course, additional reading assignments and labs were helpful, and library holdings were adequate. On the whole the course content was reasonably close to what had been expected and the course considered worthwhile.

Comments suggested that Mr. Colina was a 'dynamic' lecturer.

Spanish 1a6 - Mr. Colina

Advanced grammar, composition, translation. Readings in literature.

- Gourse Evaluation

Mr. Colina held class interest, was quite easy to follow, always encouraged class participation, was 'almost' always receptive to ideas.

His lectures reached student comprehension, were well-organized following reading assignments fairly consistently. He assumed the right prior knowledge of material.

The exam was very relevant to the course, reasonable requiring almost strict memorization and marked fairly. Marking schemes, questions and the value of term work were clear.

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In general, the text was adequate, additional reading assignments and labs were rather useful, although the library holdings were inadequate. On the whole, the course content was what was to be expected and the course worthwhile.

Editor's Note:

1. We hope to put out a supplemental edition of this calendar to cover courses that have not been covered - English, Anthropology, History and Economics. Unfortunately the evaluation have NOT YET been turned in. Perhaps the supplemental calendar can help in course changes and faculty members. This is our hope.

2. A suggestion guide will also be published in the near future listing improvements for next year's course evaluation survey.